

ERIC Document Resume		See Instruction Sheet		DATE OF RESUME 6/28/65		DATE RECEIVED	
A. PUBLICATION DATA							
1. DOCUMENT NUMBER ED001654		2. ORIGINATOR CONTROL NO(S). N.A.		3. IDENTIFICATION NO. SC-603		DO NOT WRITE IN SPACE BELOW	
4. AUTHOR(S): Los Angeles City Schools						MICROFILM COPY AVAILABLE YES ☒ NO ☐	
5. TITLE OF DOCUMENT ABSTRACTED: Business English: An Instructional Guide						COPYRIGHT GRANTED YES ☐ NO ☒	
6. PUBLICATION TITLE: N.A.						COPYRIGHT RELEASE FILED YES ☐ NO ☐	
7. EDITOR(S): N.A.				8. PLACE OF ORIGIN Los Angeles City Schools ORG. Los Angeles, California ST. CITY, STATE TELE. EXT. INST/LOC CODE		TYPE OF REPORT PROPOSAL ☐ IN-PROGRESS ☐ FINAL ☒ FOLLOW-UP ☐	
9. PUBLISHER OR SOURCE Los Angeles City Schools						OTHER ERIC REFERENCES:	
10. VOL. N.A.	11. PAGES N.A.	12. MO./YR. 1964	13. TOTAL PP. 200			ERIC SATELLITE CODE	
B. INDEXING DATA							
14. SUBJECT AREA				15. TYPE OF ENDEAVOR curriculum guide			
16. INDEXING TERMS (6-12)							
business English		secondary schools		teaching materials			
English		student evaluation		curriculum planning			
curriculum		teaching techniques		Los Angeles City Schools			

17. ABSTRACT (MAX. 250 WORDS)

A broad framework of materials and ideas is provided which is intended to help teachers and students reach the maximum goal of achievement. Business English attempts to apply English to the various forms of communication used in the business world. The listening, speaking, and writing to be used in the business world are emphasized. Suggestions for planning daily lessons, providing enrichment experiences, selecting materials, and evaluating the program are included. Sample tests and numerous resource references accompany the text.

ERIC No.	18. SOURCE OF ABSTRACT		
	C. FUNDING DATA		
	19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. PROJECT NO.
		22. TOTAL COST OF PROJECT	
			23. DURATION OR PROJECT

ED001654

BUSINESS ENGLISH

AN INSTRUCTIONAL GUIDE

**REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION**

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

LOS ANGELES CITY SCHOOLS

BUSINESS ENGLISH

AN INSTRUCTIONAL GUIDE

LOS ANGELES CITY SCHOOLS
Division of Instructional Services
Publication No. SC-603
1964

Educational Materials Laboratory
Office of Education
MAY 1965
DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

This publication has been developed in accordance with the *Comprehensive Curriculum Policy* adopted by the Los Angeles City Board of Education.

APPROVED:

EVERETT CHAFFEE
Associate Superintendent
Division of Instructional Services

ROBERT E. KELLY
Associate Superintendent
Division of Secondary Education

FOREWORD

Business English is a one-semester course required of all business education majors and available to other students in senior high schools as an elective. It meets the twelfth-grade English graduation requirement for business education majors if taken in the B12 or A12 semester. Therefore, the skills of reading, writing, listening, and speaking which are necessary for good citizenship, efficient business practice, and competent social relationships are emphasized.

Business English: An Instructional Guide has been developed in an effort to provide immediate and practical aid to the teacher in planning and presenting instruction for this course. The publication includes an outline of the desired minimum, intermediate, and maximum goals of achievement. Its intent is to provide a broad framework of materials and ideas which can help teachers and students reach the highest goals together.

Included in the guide are units of study, descriptions of activities and supporting skills, reference lists of textbooks and other available materials, suggestions for enrichment experiences, and lists of teaching aids.

EVERETT CHAFFEE
Associate Superintendent
Division of Instructional Services

ACKNOWLEDGMENTS

Gratitude is expressed to the following members of the Business English Committee, each of whom contributed generously to the development of this guide:

Helen Caras	Westchester High School
Jackson Eckstein	Gardena High School
Mildred Estes	Francis Polytechnic High School
Sally Goodman	Los Angeles High School
Katherine Kendrick	Verdugo Hills High School
Loretta McClerman	Fairfax High School

Sincere appreciation is expressed to IRMA FRANKLIN of Venice High School, who served as a curriculum consultant in the Business Education Office during the spring semester of 1961. Miss Franklin undertook a comprehensive study of the available literature in the field, edited materials submitted by teachers of Business English, planned and conducted many meetings with teachers and professional experts, and organized the materials for this guide.

GEORGE M. DaVALL
Supervisor, Business Education
Vocational and Practical Arts Section
Curriculum Branch

J. LYMAN GOLDSMITH
Supervisor in Charge
Vocational and Practical Arts Section
Curriculum Branch

AVERILL M. CHAPMAN
Administrator of Curriculum

TABLE OF CONTENTS

Foreword	iii
Acknowledgments.	v
Introduction	x
How to Use This Guide	xi
Purposes	1
Analysis of Factors That Promote Learning	3
Scope of English Instruction	4
Scope of Instruction in Business English	6
Overview	7
The Business English Course	9
Overview of Semester Plan	10
Suggested Schedule	13
Planning the Educational Program	27
Division of Class Time	29
Lesson Planning	30
Hints for Success	33
How to Study	35
Homework	37
How to Adapt Business English Course to Needs of Language-Handicapped Students	38
Planning for Instruction.	41
Getting Acquainted (Week 1)	43
Requirements for Credit in the Course	46
Sample Lesson Plan for the "Letter to the Teacher"	47
Sample Letter from Teacher	49
Sample Letter to Teacher	51
Oral English (Week 2)	52
Planning for Instruction in Speaking and Listening	55

Oral English	57
Meeting Vocational Demands	58
Steps in the Development of Skills in Oral English	59
Enunciation Drills for Oral English	60
Speech Experiences (Starting Week 2)	61
Planning for Oral Reporting (Teacher)	63
Guide for Presenting an Oral Report (Student)	66
Suggested Evaluation Procedures for Oral Presentations	68
Guides for Effective Group Discussion	69
Listening	72
Steps in the Development of Listening Habits	74
Developing Good Listening Habits	75
Listening Lesson No. 1	77
Listening Lesson No. 2	78
Script for the Main Thought: How to Express It	80
Listening Lesson No. 3	83
Script on "The Art of Completeness"	85
Discriminative Listening Record	88
 Planning for Instruction in Writing and Reading	 91
Written Work	93
Lesson Plan for Personal Letters	96
Fundamentals of Business Letter Writing	98
Introduction to Business Letters	99
Letter Appraisal Chart	101
Analysis of Business Letters	102
Business Letter Analysis Form	104
Sample Lesson Plan for Completing an Application Blank	106
Reading Skill	109
Book Report Form	110
 Planning for Instruction in Grammar, Punctuation, Spelling and Word Usage	 111
The Teaching of English Usage in the Senior High School	113
Overcoming Persistent Errors	114
Planning for Remedial Drill Work	115
Integration of Remedial Work	117
Error Code	118
Corrective Practice Chart	119
Lesson Plan on Use of Complete and Incomplete Sentences	120
Lesson Plan for Reviewing Parts of Speech (Weeks 3 and 4)	122

What to Do About Pronouns	123
Spelling	125
Sample Lesson Plan for Teaching Correct Spelling	127
How to Use the Dictionary	128
Syllabication	130
Evaluation	131
Why Evaluate?	133
Steps in the Evaluation Process	134
Diagnostic Testing	136
How to Order Copies of the California Language Test	138
A Suggested Marking System for Use in Non-Skill Subjects	139
Assignment Sheet	141
Evaluation of Oral English	142
Evaluation of Listening	143
Evaluation of Written Work	144
Other Aspects of Evaluation	149
Sample Tests	151
Commas and Periods	153
Business English Punctuation Test	155
Punctuation Test—The Comma	157
Recognizing the Sentence	159
Agreement of Subject and Predicate	161
Using There-Their, To-Too-Two, and Then-Than	162
Using Adjectives and Adverbs	163
Using Irregular Verbs	164
Using Shall-Will, Should-Would, May-Can	165
Appositives	166
Pronouns: Person, Number, and Case	168
Using Pronouns	169
Using Nouns and Pronouns	170
Using Apostrophes	171
Using Quotation Marks	172
Punctuation and Capitalization	174
Using Affect and Effect	175
Comparing Adjectives	176
Similar and Confusing Words	177
English Usage Test	178

Spelling Test	180
Test Letter No. 1	181
Corrected Test Letter No. 1	182
Test Letter No. 2	183
Corrected Test Letter No. 2	184
Test Letter No. 3	185
Corrected Test Letter No. 3	186
Principles of Business English	187
General Punctuation Test	188
Letter Form Test	189
 References	 191
Magazines	193
Books and Other Publications	194
Materials Published by the Los Angeles City Schools	196
Other Guides and Publications	197
Aids to Letter Writing	198
Community Resources	200

INTRODUCTION

This guide is designed to help teachers of Business English select the most meaningful materials, plan daily lessons which further basic aims, provide enrichment materials for the more able students, select related resource materials to reinforce learning, and conduct a comprehensive evaluation program which encourages growth and rewards progress.

The guide has been developed as an aid to teachers to reinforce reading, writing, listening, and speaking skills; to improve vocational and social competency; to advance the ability to acquire and impart information and ideas; and to develop a desire and background for continued education.

The following major principles were the basis for the planning of this guide:

1. Communication is the major skill to be developed.
2. The read-write, listen-speak approach is the basic framework within which the communication activities are planned.
3. The related review is designed to improve communication skills.
4. Enrichment projects add depth to classroom learning and at the same time broaden the scope of classroom activities.
5. Because of the personal relations involved in communications, guidance is an integral part of the subject matter.
6. Development of the ability to make intelligent decisions accompanies the improvement of communication skills.
7. Greater ability in handling communication skills enriches leisure-time activity.
8. Improvement in communication skills leads to greater vocational competence.

HOW TO USE THIS GUIDE

- I. Review the objectives and philosophy of the course.
 - A. Educational purposes as stated in *Point of View*¹:
 1. Intellectual development
 2. The learning process
 - B. Analysis of factors that promote learning
- II. Understand the plan of instruction
 - A. Relationship between regular English classes and Business English:
 1. What English is
 2. What Business English is; the course in Business English
 - B. Principal divisions of instruction:
 1. Writing
 2. Reading
 3. Speaking
 4. Listening
 - C. Integration of grammar, punctuation, and spelling
- III. Acquire an overview of the entire semester's work
 - Study the "Suggested Schedule":
 1. Principal activities
 2. Instructional materials
 3. Enrichment activities
 4. Additional aids
- IV. Examine the suggestions for planning instruction
 - A. Division of class time
 - B. The first weeks of school
 - C. Planning for instruction in speaking and listening
 - D. Planning for instruction in writing and reading
 - E. Planning for instruction in grammar, punctuation, spelling, and word usage
 - F. Miscellaneous instructional materials
 - G. Sample lesson plans
- V. Review the evaluation section
 - A. Philosophy
 - B. Suggestions for the evaluation program
 - C. Sample tests

¹Adapted from *Point of View* (1961 Revision. Los Angeles City Schools: Publication No. 470), pp. 6-7, 25-28.

VI. Review the references section

- A. Magazines and other periodicals**
- B. Books and other publications**
- C. Curriculum publications**
- D. Aids to letter writing**
- E. Community resources: firms which furnish speakers**

VII. Plan instruction for each unit

A. Specific objectives

- 1. Review scope and outcomes**
- 2. Select methods of introducing work**
 - Study sample lesson plans**
 - Develop additional lesson plans as needed**
- 3. Arrange instruction in relation to time elements**
 - a. Presentation**
 - b. Study**
 - c. Summary**

B. Enrichment program

C. Instructional aids

- 1. Plan audio-visual aids, including use of films, filmstrips, and slides**
- 2. Develop other materials as needed**
- 3. Prepare materials required for enrichment projects**
- 4. Collect or develop extra materials as needed**
- 5. Prepare exhibits, including samples of letters used in previous years, unusual letters, and letters from outstanding persons**

D. Evaluation

- 1. Examine plans for entire testing program**
- 2. Schedule evaluation dates appropriate to semester's program**

PURPOSES

Analysis of Factors That Promote Learning	3
Scope of English Instruction	4
Scope of Instruction in Business English	6

ANALYSIS OF FACTORS THAT PROMOTE LEARNING¹

Many factors contribute to success in learning. The following chart outlines some of the practices in the classroom by which the process of learning can be facilitated on the part of the:

THE TEACHER

Makes the student the "actor"
Tells the student "why"
Outlines the plan to the class
Selects activities that relate to students' experiences
Provides variety: Meets various students' needs
Uses evaluation to—

1. Plan work
2. Guide pupils' progress
3. Help students plan for future

Varies teaching techniques:

1. Problem solving
2. Discovery
3. Effective thinking
4. Creative expression

Summarizes (generalizes) learning experiences to help students understand application
Uses drill in relation to its use in problem solving
Provides instructional materials (books, magazines, maps, pictures, and recordings) to enrich learning experiences
Introduces characteristic experiences which apply to actual future needs
Provides a friendly, thought-provoking learning atmosphere. Maintains a businesslike procedure
Uses class experience as group and individual guidance opportunities

THE LEARNER:

Has directed activity; becomes the "actor"
Knows "why"
Understands the plan
Relates plan to own experience

Engages in a variety of experiences

Understands results of evaluation
Employs these results
 For remedial purposes
 For personal guidance
Employs various learning techniques
Learns facts as a basis for logical thinking

Applies learning experiences to problem solving

Understands purpose of drill and is able to convert facts and skills to immediate utilization
Utilizes magazines, books, etc., to expand and enrich textual materials

Participates in role playing and other activities which simulate actual experiences
Practices businesslike procedures in class and home study. Develops a healthy attitude toward learning
Observes and accepts group and individual guidance resulting from activities

¹ *Ibid.*, pp. 26-28.

SCOPE OF ENGLISH INSTRUCTION¹

Courses in English are concerned with the development of students' abilities to use language as:

- A means of expression
- An instrument for facilitating thinking
- A medium of communication
(getting and receiving information, ideas)
- A means of persuasion
- A stimulus to the imagination
- A source of aesthetic delight

Although development of linguistic ability is part of mental development as a whole, desirable use of language cannot be learned by mere drill, by good will, or by accident. The teacher of English needs a considerable amount of knowledge and skill, as well as a considerable length of time in which to achieve results.

In English classes, learning involves most of the following experiences:

- improvement in students' use of sentence structure
- usage and vocabulary
- correction and improvement of speech
- revision of writing
- improvement of handwriting
- adequate understanding of reading
- experience with book and periodical selection, reading of newspapers
- improved habits of viewing motion pictures and television and of listening to radio programs
- development of the habit of reading widely
- growth of discrimination
- appreciation of excellence

Language development is closely associated with the development of personality. Students grow through:

- impression -- reading, observing, listening
- reflection -- thinking, reasoning, planning, organizing
- expression -- speaking, writing

¹Adapted from *Outline Course of Study for Tenth-Grade English* (Los Angeles City Schools: Division of Instructional Services, Publication No. SC-502, 1954).

Purposes

Through development of skills, the student learns to understand himself and other persons and to get along with others. In the subject matter of English, personal relations are usually emphasized.

Activities and materials are selected to contribute to many-sided growth. In view of the needs of boys and girls, the nature of our group living, and the unique character of the subject matter, language activities are selected that are appropriate to our democratic society, and literature is selected that helps to resolve the problems of young people.

SCOPE OF INSTRUCTION IN BUSINESS ENGLISH

Business English is concerned with English as it is applied to the various forms of communication used in the business world. Activities and materials are selected to help students to:

Develop the vocabulary commonly used in business and industry.

Use words effectively for personal expression.

Handle the many kinds of messages that business requires.

Write letters in acceptable business form.

Solve simple business problems through discussing them, and thinking and writing about them.

Gain an understanding of others through the exchange of ideas and information.

Develop acceptable, businesslike attitudes.

Investigate vocational opportunities and requirements in relation to their own vocational interests, abilities, and aptitudes.

Undertake business and social correspondence intelligently.

OVERVIEW

The Business English Course	9
Overview of Semester Plan	10
Suggested Schedule	13

THE BUSINESS ENGLISH COURSE

Description of the course:

Required of all business education majors and an elective for all other students. Meets the twelfth-grade English graduation requirement for business education majors if taken in the B12 or A12 semester. Reviews English fundamentals, with emphasis on business usage. Develops an appreciation of correctness and good form in letter writing. Provides a study of the vocabulary of business and the effective use of oral English as it applies to all phases of communication in business fields. Includes units on applied English essentials, vocabulary building, spelling, fundamentals of business letter writing, types of letters, oral English used when applying for a job and on the job, and applications for employment.

Authorized textbooks:¹

Aurner, Robert R. *Effective Business English*. Cincinnati: South Western Publishing Co., 1956. A teacher's manual may be secured from the department chairman.

Schacter, Norman. *English the Easy Way*. Cincinnati: South-Western Publishing Co., 1961. A teacher's manual may be secured from the department chairman.

Walters, R. G. and Marion M. Lamb. *Word Studies*. Cincinnati: South-Western Publishing Co., 1957. A teacher's manual may be secured from the department chairman.

¹*List of Authorized Textbooks, Junior and Senior High Schools* (1963-64 Revision. Los Angeles City Schools: Division of Instructional Services, Publication No. 426), p. 2.

OVERVIEW OF SEMESTER PLAN

I. Suggested program of instruction

A. Learning experiences

1. Writing
2. Reading
3. Speaking
4. Listening

B. Integrated materials

1. Grammar and punctuation review
2. Sentence structure and paragraph development
3. Spelling and vocabulary building

C. Enrichment activities

1. Discriminative listening to radio and television programs at home
2. Extension of classwork to add depth and/or breadth to study
3. Preparation of craft projects, including posters, bulletin boards, and displays

D. Instructional aids

1. Films, charts, graphs, exhibits, and similar aids
2. Magazines and books
3. Evaluation schedule and sample tests

II. Recommended units of work and sequence to be followed

WEEK	READ -- WRITE, SPEAK -- LISTEN ACTIVITIES	INTEGRATED REINFORCEMENT ACTIVITIES
1	Autobiography letter Evaluation of experiences and capabilities	Diagnostic test to determine review work needed
2	Talks and exercises in telephone techniques	End punctuation and capitalization
3-5	Personal letters a. Thank-you letters b. Invitations c. Letters of appreciation, congratulation, and praise	Parts of speech Sentences: simple, complex, compound Comma, semicolon, colon
6-7	Letters of inquiry, request, and reply	Paragraph, apostrophe
8	Book reports	Quotation marks, dash, parentheses, hyphen, brackets, ellipses
9-10	Order letters, remittances, acknowledgments	Pronouns, nouns
11	Complaints, adjustments	Verbs: agreement
12	Invitations, introductions, recommendations	Verbs: tense Verbs; conjugation
13-16	Sales letter as related to letter of application Application, data sheet, application blank	Verbs: irregulars Adjectives, adverbs
17-19	Interviews Inter-office messages, telegrams Business reports	Numbers Special word usage

SUGGESTED SCHEDULE

Reading assignments are listed on the following pages by the use of the first letter of the author's name followed by the page numbers concerned. For example:

A: 21-34

Abbreviations used in listing the assignments refer to the following textbooks:

A: Aurner, *Effective Business English*

B: Schachter, *English The Easy Way*

W: Walters, Lamb, *Word Studies*

To provide for all ranges of class abilities, the maximum amount of materials has been included in the Suggested Schedule on pp. 14-25. Items recommended for all classes are starred. Other items of instruction should be based on the needs of the class.

SUGGESTED

INTEGRATED REINFORCEMENT MATERIALS (Grammar, Punctuation, Spelling)

LEARNING EXPERIENCES		
FIRST WEEK	Written expression: *Letter to teacher about self or other form of autobiography (See pp. 47-51.) Oral expression: Students should read and discuss preface to <i>Effective Business English</i>. A: 2-12. Use questions 1-7 for discussion. Use questions 8-12 for self-analysis. Listening Lesson 1: "Developing Good Listening Habits" (See pp. 75-77.)	*Diagnostic Test in English Mechanics and Spelling: California Language Test, Grades 9-14 (See pp. 116-118.) Spelling and vocabulary: (See pp. 105-110.) S: 22-23 W: 21
	Written expression: A: 13-28. "Oral English" A: 570-572. Use these directions to develop an outline of pp. 13-28. Oral expression: A: 25-26. Use problems 3, 4, and 5 on telephoning. *A: 26. Assign problem 7 to develop an outline for oral expression. (See pp. 61-67.) A: 184-218. Review "The Business Letter: Form and Placement," Listening Lesson 2: A: 289-290. "The Main Thought: How To Express It" (See pp. 80-82.)	Sentence recognition: S: 1-5. Application practice problems 1, 2, 3 A: 98-99. Problem 3, p. 106 (See pp. 100-101.) S: 169-177. End punctuation. A: 117-121. End punctuation. A: Refer to inside of back cover. Spelling and vocabulary: S: 22-23 W: 22 Dictionary drill: (See pp. 108-109.) W: 1-8
THIRD WEEK	Written expression: A: 219-220. Use problem 3. *A: 343-353. Review form and placement. A: 298. Use problems 1 and 2 on rewriting first and last sentences. Oral expression: Continue with oral reports. Listening Lesson 3: A: 292-299. "First and Last Sentences"	Nouns, verbs, and pronouns: S: 9-13. Application practice problems 7 and 8 A: 30-37. Nouns and capitals A: 38-67. Verbs A: 68-75. Pronouns (See p. 102, "Lesson Plan for Reviewing Parts of Speech.") Spelling and vocabulary: S: 39-40 W: 23

SCHEDULE

EVALUATION	ENRICHMENT ACTIVITIES (Bonus Assignments)	ADDITIONAL AIDS
Diagnostic Test W, X, or Y: Results of test should guide teacher in future planning and should indicate "depth" of teaching and expected levels of achievement. In the "Letter to the Teacher," mark obvious errors only. Record spelling results weekly.	1. Discriminative listening (See pp. 88-89. This form may be used each week of the semester.) 2. A: 12. Ask students to prepare written answers to discussion questions. 3. Ask students to list any words used in this chapter which are new to them. Students should find definitions for the new words.	Films: "Improve Your Hand-writing" 11 min. Fsd 652-14. "Better Choice of Words" 11 min. Fsd 428. 3-3
See "Suggested Evaluation Procedures For Oral Presentations," p. 68. Administer an occasional quiz on listening lessons. See "Evaluation of Listening," p. 123.	1. Discriminative listening 2. A: 28. Exercises 1-B and 1-D 3. Encourage students to volunteer to prepare posters showing proper placement of addresses on envelopes of various sizes.	Films: "Speech: Planning Your Talk" 11 min. Fsd 808. 5-6 and/or "Spelling Is Easy" 11 min. Fsd 421-1. Use tape recorder for oral work.
"Personal letter": Check form, placement, and obvious errors.	1. Discriminative listening 2. A: 221, problem 7 Correct form of addresses. 3. Let students prepare posters showing various letter styles.	Films: "The Voice of Your Business" 12 min. Fsd 384. 6-18. "A Manner of Speaking" 28 min. Fsd 384. 6-19.

**INTEGRATED REINFORCEMENT
MATERIALS**
(Grammar, Punctuation, Spelling.)

LEARNING EXPERIENCES

FOURTH WEEK	Written expression: *A: 342-353. Use problem 5, p. 353. Ask students to write actual letters that can be mailed. Oral expression: Continue with reports. Listening Lesson 4: "C of Courtesy" A: 251-253.	Adjectives, adverbs, prepositions, and conjunctions: A: 76-82. Adjectives A: 83-87. Adverbs A: 88-94. Prepositions and conjunctions A: 111-116. Commas Problem 1 and review S: 171-180. Commas Assign application practice 93 and 94. Spelling and vocabulary: S: 39-40 or W: 24 Use NOMA or other spelling lists.
FIFTH WEEK	Written expression: A: 368-371. Assign problems 2 and 5 on invitations. A: 150-153. Ask students to rewrite sentences in problems 1 and 2 on pp. 152-153. Oral expression: Continue with oral reports. *A: 222-241. Review "The Business Letter," Secs. 3, 4, and 5. Listening Lesson 5: "Consideration" A: 256-264.	Simple, complex, compound sentences Phrases, clauses: S: 145-154. Use application practice 77 and 79. Semicolon, colon: S: 183 A: 117-121. Use problems 1 and 2, p. 121. Spelling and vocabulary: S: 65-66 or W: 25
SIXTH WEEK	Written expression: *A: 354-367. Inquiries and requests. Assign problem 5. Ask students to mail letters. Oral expression: Continue with oral reports. A: 366. Ask students to judge letter in problem 3, p. 367. Library visit: (Student assignment) Select book for report on a personality or career. (Allow two weeks for completion.) Listening Lesson 6: "Clearness" A: 265-268.	Sentence development: S: 162 A: 154-159. Sentence coherence Class discussion, problems 1-5. Spelling and vocabulary: S: 65-66 or W: 29

SCHEDULE

EVALUATION	ENRICHMENT ACTIVITIES (Bonus Assignments)	ADDITIONAL AIDS
Test on comma: See pp. 133 and 137. Thank-you letter: Check for mail ability. Request that letters be rewritten until mailable.	1. Discriminative listening 2. A: 86, problems 1 and 2 3. Collect several actual business letters. Underline "courtesy" words, phrases, or clauses. 4. Build a display of various types of personal stationery.	Films: "Why Punctuate?" 11 min. Fsd 421 9-1. "Speech: Conversation" 11 min. Fsd 808. 5-7
Sample test: "Recognizing the Sentence" See p. 139.	1. Discriminative listening 2. A: 264, problem 4- "Your Attitude Analysis" 3. Collect three or more examples of formal and informal announcements. Mount on sheets of paper for display. 4. Prepare a chart of the most frequently used comma rules.	Film: "The Voice of Your Business" 12 min. Fsd 384. 6-18 Use flannel board to present parts of letter.
Inquiry letter: Mark A, B, C. See evaluation scale, A: 315-316.	1. Discriminative listening 2. A: 367, problem 4. Ask students to rewrite letter of inquiry, correcting all errors. 3. A: 268, problems 2 or 5 Collect examples of paragraphs illustrating "clearness." 4. Assign the preparation of a letter of inquiry to one of the firms listed on p. 174.	Film: "Improve Your Pronunciation" 10 min. Fsd 421 5-1 Filmstrip: "Dear Mrs. Calvin" 8 min.

SUGGESTED

INTEGRATED REINFORCEMENT MATERIALS (Grammar, Punctuation, Spelling)

LEARNING EXPERIENCES

SEVENTH WEEK	Written expression: Topic sentences *A: 160-165. Sentence emphasis Oral expression: Complete oral reports. Listening Lesson 7: "Value of Effective English" A: 168-173	Paragraph studies: Topic sentences S: 159-160. Application practice 85 A: 170-174. Problems 1 and 2 Noun: S: Application practice 21 Apostrophe: A: 122-126. Problem 1 S: 35-38. Application practice 21 and 22 Spelling and vocabulary: S: 87-88 or W: 30
EIGHTH WEEK	Written expression: Paragraphs: unity, coherence, and emphasis *A: 175-179 Write book reports. Oral expression: Book reports presented orally (Selected examples) Discussion: A: 181, p. 6 Listening Lesson 8: "Desirable Attitude About English" A: 148	Paragraph development: S: 165-166. Application exercises 86-B A: 175-182. Problems 2, 3, 6 Quotation marks, dash, parentheses, hyphen, brackets, and ellipses A: 127-133. Problem 1. Use as review for punctuation and capitalization. Spelling and vocabulary: S: 87-88 or W: 32
NINTH WEEK	Written expression: *A: 374-382. Instruct students to use order letter 3 on page 381 of Aumer, or ask them to order a personal item from a local firm. Mail if possible. Ask students to submit notebooks of all written work to date. Oral expression: Book reports (selected) Conduct oral drill on pronouns. Train the ear. Listening Lesson 9: "Completeness" A: 246-250	Pronouns: S: 41-47. Application exercise 25 A: 68-75. Problems 1 and 2 Spelling and vocabulary: S: 120 or W: 33

SCHEDULE

EVALUATION	ENRICHMENT ACTIVITIES (Bonus Assignments)	ADDITIONAL AIDS
Test: Sentence structure, punctuation A: 167, review	1. Discriminative listening 2. A: 126. Problems 2 and 3 Apostrophe exercises 3. A: 171. For display purposes, reproduce the three diagrams of paragraphs.	Film: "Office Courtesy: Meeting the Public" 11 min., color Fsd 658. 3-4
Written book reports: Read for content; check for fulfillment of requirements. Test on punctuation and capitalization: See sample tests on pp. 154 and 168.	1. Discriminative listening 2. A: 298. Problems 1 and 2 Revise first and last sentences. 3. A: 134. Problem 2. Rewrite business letter, correcting all punctuation and capitalization.	Film: "Eight Parts of a Business Letter" 11 min. Fsd 651. 7-1
Assign letter committee to evaluate order letter. See pp. 124-126. Mid-term examination on all but punctuation and capitalization: See sample tests, pp. 131-169. Diagnostic Test X: Weeks 8, 9 and 10, as time permits. Inspect notebooks. Neatness and completeness affect mark.	1. Discriminative listening 2. A: 250. Problem 4 Correcting incompleteness 3. A: 232. Problem 6 Placement of letter parts	Film: "Effective Listening" 15 min., color Fsd 152-5

**INTEGRATED REINFORCEMENT
MATERIALS**

(Grammar, Punctuation, Spelling)

LEARNING EXPERIENCES

TENTH WEEK	Written expression: *A: 376-381. Acknowledgment A: Use problem 5 or 7 or an actual situation. Oral expression: Group discussion to decide upon a place to visit. (Refer to <i>It's Worth a Visit.</i>) Listening Lesson 10: "Favors" A: 383-391	Pronouns: S: 45-50. Application practice 27 A: 73-75. Problems 3 and 4 Spelling and vocabulary: S: 133-134. Application practice 69-B and 70-A or W: 39
ELEVENTH WEEK	Written expression: *A: 438-448. Complaints and adjustments A: 448. Problem 1 Oral expression: Oral drill on verbs. Train the ear. Listening Lesson 11: "Value of Expression of Thanks" (Explanation by teacher)	Verbs, agreement: S: 67-84, Application practice 39, 43, and 45 A: 38-48. Problem 1 Spelling and vocabulary: S: 133-134. Application practice 70-B or W: 40-41
TWELFTH WEEK	Written expression: *A: 369-370. Invitation. Invite a personnel director to visit class. Mail. (See "Community Resources," p. 180.) Oral expression: Oral drill on verbs. Train the ear. A: 401-404, introductions and recommendations A: 403. Adapt problem 3 for oral assignment. Listening Lesson 12: "Conciseness" A: 269-274	Verbs, tense: S: 89-98. Application practice 49, 50, and 52 A: 51-61. Use as reference and for oral discussion. A: 488. Review problem. Spelling and vocabulary: S: 143. Application practice 75 or W: 45

SCHEDULE

EVALUATION	ENRICHMENT ACTIVITIES (Bonus Assignments)	ADDITIONAL AIDS
Test: A: 273. Review test and/or sample test on person, number, case. See p. 148.	1. Discriminative listening 2. Assign students to explore library or other sources to determine amount of business conducted by mail order. 3. A: 391. Problems 1 (a) and (b) 4. Ask students to write an actual order letter that will be mailed.	Films: "Prod. 5118" 33 min., color. Fsd 658. 3-6 "Ways to Better Conversation " 10 min., color Fsd 374. 1-1 Ask school secretary for a copy of <i>It's Worth a Visit</i>.
Letters: Note persistent and characteristic errors. Use for class evaluation, or mark A, B, or C.	1. Discriminative listening 2. Ask students to prepare posters demonstrating the "you attitude." 3. Instruct students to write a letter of appreciation to friends or family members. Carbon copies should be submitted to teacher.	Film: "Person-to-Person " 16 min. Fsd 384-9
Select best invitation letter to be mailed. Quiz on verb agreement: See pp. 141 and 144.	1. Discriminative listening 2. A: 59-61. First three sentences of each of the eight problems 3. A: 272. Ask students to rewrite concisely an actual letter which is "wordy." 4. Ask students to write an invitation to a friend.	Film: "For Immediate Action " 17 min. Fsd 384. 6-20 Magazine: "How to Invite a Speaker," <i>Today's Secretary</i> (June, 1960)

**INTEGRATED REINFORCEMENT
MATERIALS**
(Grammar, Punctuation, Spelling)

LEARNING EXPERIENCES

THIRTEENTH WEEK	Written expression: *A: 406-420. Application letter - A: 419. Problem 2. Cover steps 1, 2, and 3 listed on page 413. - A: 489-552. Sales letter showing the relationship between selling one's services and selling a product Oral expression: - A: 420. Problem 3. "Favorable First Impression." Oral drill on words Listening Lesson 13: "Concreteness". - A: 275-276, 425-426	Verbs, Conjugation and irregulars: - S: 99-110. Application practice 54, 55, and 56 - A: 62-67. Use as reference and for oral discussion. Spelling and vocabulary: - S: 143-144. Application practice 76 or - W: 46-47
FOURTEENTH WEEK	Written expression: - Complete letter of application. - A: 413. Complete steps 4, 5, and 6. Letter should be typed Oral expression: - A: 420. Problem 5 - Oral review on verbs *A: 315-316. Discuss analysis of letter of application. Visit library to select books on: a. Personality or b. Careers. Listening Lesson 14: "Correctness" - A: 276-282	Verbs, Additional irregulars: - S: 111-119. Application practice 57, 58, and review - A: 67. Review Spelling and vocabulary: - S: 155. Application practice 81-B and 82-B or - W: 50
FIFTEENTH WEEK	Written expression: *A: 421-436. Data sheet, typed. Each student should prepare a data sheet to accompany his letter of application. - Analyze letter of application. Listening Lesson 15: "Tone" - A: 302-314	Adjectives: - S: 121-128. Application practice 64, 65, and 66 - A: 76-82. Problem 1 Spelling and vocabulary: - S: 167-168 or - W: 54-55

SCHEDULE

EVALUATION	ENRICHMENT ACTIVITIES (Bonus Assignments)	ADDITIONAL AIDS
Quiz on verbs: Selected sentences from texts	1. Discriminative listening 2. A: 65. Problem 1 on irregular verbs 3. A: 315. Problem 6 on letter appraisal	Film: "Aptitude and Occupations" 17 min. Fsd 371. 42-19 Magazine: "Job Hunters," <i>Today's Secretary</i> (December, 1961; April, 1957; March, 1956; April, 1954; May, 1953)
Application letters: Mark A, B, or C. Test on verbs: S: 117-119 (Selected sentences)	1. Discriminative listening 2. Library assignment: Instruct students to examine several business publications, and list of titles of five or six articles. From these titles ask them to select one or more for oral or written reports. 3. Students may write a 100-word report on an article or pamphlet which discusses a career in which they are interested.	Film: "Careers for Girls" 18 min. Fsd 371 42-26
Inspect data sheets for completeness, neatness, and format. Quiz on adjectives: See sample test, p. 143.	1. Discriminative listening. 2. Assignment: Displays on "good grooming" 3. A: 315. Problems 3 and 5	Film: "Choosing Your Occupation" 11 min. Fsd 371. 42-24

**INTEGRATED REINFORCEMENT
MATERIALS**
(Grammar, Punctuation, Spelling.)

LEARNING EXPERIENCES	
SIXTEENTH WEEK	Written expression: *A: 438-448. Complaints and adjustments A: 448. Problem 1. (Stress courtesy.) Oral expression: Book reports (selected) Listening Lesson 16: "Tone" A: 317-326
SEVENTEENTH WEEK	Adverbs: S: 129-132 A: 83-87 Spelling and vocabulary: S: 167-168 or W: 61-63
SEVENTEENTH WEEK	Written expression: *A: 554-563. Interoffice messages and telegrams A: 562. Problem 3 or 4 A: 563. Problem 8 Oral expression: Preparation for interviews, class discussion, and practice interviews Oral interviews by guest personnel director Book reports as time allows Listening Lesson 17: "Tone" A: 328-337
EIGHTEENTH WEEK	Numbers: S: 186-187 A: 139-147 Punctuation review: S: 188 Spelling and vocabulary: S: 196 or W: 69
EIGHTEENTH WEEK	Written expression: Thank-you letter to interviewer *A: 546-569. Business reports. Assign problem 2, page 569. Oral expression: Evaluate interviews. Discuss follow-up letter and relate to thank-you letter for interviewer.
NINETEENTH AND TWENTIETH WEEKS	Special word usage: S: 197-216 A: 137-340 Spelling and vocabulary: S: 217-218 or W: 70
NINETEENTH AND TWENTIETH WEEKS	Review and examinations Notebooks submitted for weeks 10-18

SCHEDULE

EVALUATION	ENRICHMENT ACTIVITIES (Bonus Assignments)	ADDITIONAL AIDS
Application blank: Appraise neatness and completeness. Test on adjectives and adverbs: See sample test, p. 143	1. Discriminative listening 2. A: 326. Problem 3 (effective words) 3. A: 327. Problem 6 (verbs) 4. Instruct students to analyze several application blanks for similarities and differences in types of information requested.	Films: "Finding the Right Job" 11 min. Fsd 371. 42-22 "Getting a Job." 16 min. Fsd 371. 42-32. "Getting What You're After" 5 min. Fsd 174-2
Diagnostic Test Y: Use only as evaluation of students' progress. Spelling review: Select 100 words from W: 155-166 (index).	1. Discriminative listening 2. A: 338. Problem 3 or 4 First and last sentences 3. A: 339. Problem 6 on the rewriting of worn-out phrases 4. Assign students to prepare a display of inter-office forms and telegrams used in offices.	Films: "Office Etiquette" 14 min. Fsd 658-9 "On the Difference Between Words and Things" 29 min. Fsd 384-10
Word usage: Use sample test on pp. 158-159. Interpretation of Diagnostic Test Y Inspect notebooks: a. Neatness and completeness b. Total points	1. Discriminative listening 2. A: 244. Outline the important ideas in the letter. (See A: 570 for outline form.) 3. Ask students to write a one-paragraph analysis of the textbook and one-paragraph analysis of the course content.	Films: "Office Teamwork" 11 min., color Fsd 658. 3-5 "How to Keep a Job" 11 min. Fsd 371 42-25
Final examination: See sample tests on pp. 161-166.		

PLANNING THE EDUCATIONAL PROGRAM

Division of Class Time	29
Lesson Planning	30
Hints for Success	33
How to Study	35
Homework	37
How to Adapt Business English Course to Needs of Language-Handicapped Students	38

DIVISION OF CLASS TIME

Some teachers prefer to divide the week into different types of activities. For instance, two days may be used for grammar and punctuation, two days for textbook work, and Fridays for such extras as book reports and class discussions.

Each period may also be divided into three parts. During the first part (approximately 10 minutes), the student is involved in some routine activity which encourages him to begin work immediately upon entering the classroom, or as soon as the bell rings. These activities might be planned as follows:

Monday	Copy the spelling words from the blackboard.
Tuesday	Start workbook exercise. The answers will be checked very shortly.
Wednesday	Number spelling papers for test which follows immediately.
Thursday	Answer questions in a short quiz. (The test items can be read by a student, distributed in duplicated form, or uncovered on the board. Examples of quiz: Write definitions of the words on the board or answer true-false questions.)
Friday	Number papers for retest on spelling which follows immediately.

The second part of the period (approximately 20 minutes) may be used to check homework and to perform activities related to the work being covered.

The third part (balance of period) may be used to discuss the next day's assignment and to begin its preparation under the supervision of the teacher. On Fridays, oral reports may be scheduled during this part of the period.

There should always be a definite schedule for each day, week, or block of time, and this plan should be understood by the class.

It is especially important that there be a definite schedule for study of applied grammar and of the mechanics of English. The time spent may be:

- The first few minutes of each period
- One or two periods each week
- Each period which follows the evaluation of letters written by students. Drills may be administered to correct errors which have been noted.

LESSON PLANNING

Various sample lesson plans have been included in this guide to assist the teacher who is new to this subject or to the tests used in the course. Many successful teachers do not continue to prepare detailed plans after they have familiarized themselves with the subject matter, but all prepare a general plan of instruction as well as a brief plan for every day.

The sample plans included in this section illustrate various formats. Each plan, however, contains these fundamentals:

1. Aims for the class period
2. Materials to be used
3. Procedure to be followed
 - a. Review
 - b. Learning activities
 - c. Summary
4. Assignment (next steps)

These and the following ideas are condensed from *A Handbook for Training Teachers in Secondary Schools*¹:

I. Why make lesson plans?

- A. Essential to effective *teaching*
 1. Imperative in the beginning stages
 2. Desirable later after experience is gained
- B. Essential to effective *learning*
 1. Builds a sense of security in the classroom
 2. Prevents development of serious problems of discipline
 3. Contributes toward rapport of the group
- C. Essential to *satisfactory performance*
 1. Necessitates exploration of subject matter
 2. Creates a deeper understanding of the ideas involved

II. How are plans made?

- A. Consistent with characteristic adolescent behavior
 1. Short attention span
 2. Impatient with abstractions
 3. Need for immediate and satisfying returns for effort invested

¹Adapted from *A Handbook for Training Teachers in Secondary Schools* (1960 Revision. Los Angeles City Schools: Personnel Division, Publication No. 602), pp. 13-27.

B. Flexible

1. Allow for questions, expansion of an interest, or for interruptions.
2. Include a few "pivotal" questions for summarizing.

C. Adequate

1. Too much material makes the plan too "cut and dried" or necessitates moving too rapidly for understanding.
2. Too little detail risks the omission of some important block of information or illustration.

III. Important aspects of successful planning

- A. Variety within the period is essential. (A good basic pattern calls for a relatively brief build-up, possibly in discussion form; a study or "work" period; a brief summarizing activity providing opportunities for sharing and evaluating.)
- B. Audio-visual aids enhance the value of most lessons.
- C. Students must have the greatest possible opportunity to participate.
- D. The lesson must begin on a note of interest. Suggestions include:
 1. Provide something interesting for the class to view.
 2. Recount an incident or tell an anecdote which will serve as a "bridge" to the lesson.
 3. Ask a question which permits students to speak about that which is of immediate and of vital interest to them.
- E. The lesson must relate to previous work in the class. It should also point to subsequent activities.
- F. The assignment must be an integral part of the day's lesson.
- G. The purposes of the lesson must be clear.
- H. Motivation must be built into the lesson (Stimulating questions; appropriate visual aids; interesting illustrations or examples.)
- I. There must be a sound sequence of activities.
- J. The plan must provide for individual differences.
- K. The illustrative materials and examples must be used at opportune times.
- L. Student reactions must be successfully anticipated.
- M. The plan must work smoothly.

- N. The lesson must be evaluated in the light of the aims and the accomplishments of the class.

IV. How the unit of work is planned

- A. Preview the semester's work.
 - 1. See "How to Use This Guide," pages x and xi.
 - 2. See "Suggested Schedule," pages 14 - 25.
- B. Use the Diagnostic Test results to analyze class personnel and their needs.
- C. Decide on the major units of work needed for this class.
- D. Develop the units and collect the materials necessary to execute a plan. In doing this, consider the following points:
 - 1. The amount of time for the unit (from a few days to a few weeks)
 - 2. A statement of the nature of the subject matter and the purpose in teaching it
 - 3. The means most likely to be used to introduce the work and to get started
 - 4. The various activities and daily lessons used to keep the work moving along
 - 5. Ways of evaluating and testing to learn which of the aims have been achieved and to what degree

HINTS FOR SUCCESS

(Use for class discussion or duplicate copies for students.)

Get excited about learning; learn more than just enough to get by. Always ask yourself why something is important and how it affects us.

Never copy word for word from any book. Use your own words. Learn to outline and to take notes. Learn to summarize.

I. Improve your writing.

- A. Write each letter distinctly. Don't put off the assignment until the last minute and write it hurriedly.
- B. When doubtful about spelling, check words in the dictionary. A misspelled word is a major error.
- C. Check punctuation to the best of your ability.
- D. Always spell "and" in full. Do not use the symbol.
- E. Keep the same number for subject and predicate (either singular or plural).
- F. Capitalize the first letter in each sentence and capitalize all proper nouns.
- G. Keep your work neat. Never cross out words or parts of words. Erase neatly or else rewrite completely.
- H. Be proud of good work; be neat; recheck spelling and punctuation before you turn in a paper.
- I. Give yourself time to reread every word before handing in your assignment.

II. Acquire good work habits.

- A. Take your seat when you enter the classroom.
- B. Be ready to work *before* the bell rings. (Pencils sharpened, supplies ready, and books open)
- C. Bring all books each day unless specific instructions are given to the contrary.

- D. Prepare all homework on the typewriter or in ink. Rough drafts may be done in pencil.
- E. Always place a complete heading in the upper right hand corner of your paper, including name, class, period, date.
- F. Keep an assignment sheet in your notebook. Record assignment and its due date immediately. In this way, you can be sure "to do the things that must be done at the time they should be done."
- G. Submit your assignment on the day that it is due.
- H. Keep all assignments as they are returned to you. Put them immediately in the proper place in your notebook. Your notebook will then be easier to assemble when it is done.

III. Practice cooperation. Are you a good citizen?

- A. Act your age; be adult; be responsible for your own discipline. Your actions reflect your maturity. You can have as much grown-up freedom as your actions warrant. Freedom comes with being grown up and mature.
- B. Think of the welfare of others--of the entire class. Try to share the interests of others and be constructive when learning with the group.
- C. When you wish to speak, raise your hand to gain recognition from the teacher or leader. Be sure that what you are going to say is well-phrased and worth saying. BE COURTEOUS!

HOW TO STUDY

Please show these instructions to your parents. They will help you in selecting the proper location and procedure for study.

1. Study in a room that is quiet and away from radio or television. Study in the same place each day.
2. Remember that the place where you study should not be too warm, nor uncomfortably cold.
3. Be sure that there is good light--over the left shoulder--in the study room.
4. Use a desk or table and straight chair when studying.
5. Arrange for a convenient storage place for necessary tools, such as paper, pencils, pen, erasers, ruler, and dictionary.
6. Make sure that the hours scheduled for home study come at a time when you are not overly tired or hungry.
7. Remember that it is most efficient to work out a regular schedule of home study hours and stick to it.
8. When doing reading assignments, prepare a list of questions to ask in class on points not understood.
9. Read assigned material critically. Think of good reasons for agreeing or disagreeing with the author.
10. When assigned especially difficult material, read it on one day and outline it on the next. Keep the outline for review before exams.
11. Test yourself frequently. See if you can tell in your own words the gist of what you have read. Take notes on important points covered in reading assignments.
12. Always work out written homework assignments on scratch paper first.
13. Always check and proofread final copies of written work.
14. Take notes in class to help you remember the subject matter.
15. Take an active part in class discussions to help you understand and remember the material.

16. Do not waste time during study hall by writing notes or day dreaming.
17. Study for exams by reviewing, not cramming. This is possible if you keep up with daily assignments.
18. In studying for exams, review the textbook, noting all section heads and subheads, but rereading only those parts which you do not remember well.
19. Study for exams alone; studying with others often means wasted time.
20. Hand in all assignments when they are due. When work piles up, the results are frustration, hurry, and worry. These, in turn cause unhappiness and work of poor quality.

HOMework

Homework is a necessary part of a student's educational program. Meaningful homework is reasonable and related to classwork and the goals of the course; it emphasizes quality rather than quantity and is consistent with the grade level and maturity of the student. Assignments should be purposeful and clear, should be based on an analysis of the needs of the class, and should be modified for individual needs when required. It is the responsibility of the principal to implement the homework policy.

The following is a guide for schools in developing a schedule of total required time for homework:

SCHEDULE

Grade	7 - ½ to 1 hour per day, four days a week
Grade	8 - 1 to 1-½ hours, four days a week
Grade	9 - 1 to 2 hours per day, four days a week
Grades	10-12 - 2 to 3 hours per day, five days a week

Homework is purposeful when it provides time to complete assignments started in class; develops good work habits and a responsibility for completing tasks when they are due; and provides opportunities for students to engage in creative projects, self-directed activities, and research in the area of their developing interests.¹

"The curriculum consists of all learning experiences guided by the school. Study outside classroom - a planned part of the educational program - contributes greatly to the success of the student. The quantity and type of homework should be consistent with the student's needs, abilities, physical and mental health, grade level, scholastic record, home environment, and legitimate out-of-school responsibilities. The teacher assigns homework based on analysis of the class, with modifications for individuals if feasible. Parents should be informed of ways in which they can encourage and assist learning and provide suitable conditions for home study and other learning experiences outside the school".²

¹*Junior and Senior High School Graduation Requirements and Curricula* (1963 Edition. Los Angeles City Schools: Division of Instructional Services, Publication No. 489).

²Adapted from *Point of View* (1961 Revision. Los Angeles City Schools: Publication No. 470), pp. 37-38.

HOW TO ADAPT BUSINESS ENGLISH COURSE TO NEEDS OF LANGUAGE-HANDICAPPED STUDENTS

Language-handicapped students in Business English classes are chiefly of the following types:

1. Students who rarely hear English spoken in their homes
2. Slow learners of the "low" or "special training" groups
3. Those who, for some reason or another, had a poor start in spelling, reading, grammar, or vocabulary study in elementary school

The following suggestions may prove helpful to teachers who are inexperienced in handling problems of the language handicapped:

1. Special training students like an established routine because it provides them with a feeling of security.
2. Goals should be simple but definite. The student must be led to feel that he can do the work and that he will be expected to "produce" every day without exception. Disciplinary problems are most likely to arise when there is no logical, orderly plan of daily procedure, or when students are uncertain as to whether or not the teacher will check their work.
3. Almost all handicapped students respond to assignments closely related to their out-of-school interests. Even those who dislike reading seem to enjoy articles about sports, movies, phonograph records, and the etiquette of dating, such as those featured in *Practical English* magazine. They achieve much better reading speeds and comprehension scores if such material is used for tests.
4. These students should spend a major part of the semester on the study of spelling, vocabulary, grammar, and punctuation. They will not be expected to compose business letters when they get jobs. Letter writing should be limited to simple kinds of personal letters and the business letters which they may have to write for themselves.
5. They are afraid of formal "grammar" if it is so labelled, but they enjoy it if it is presented in connection with interesting, simple tests which do not cover too much material. The weekly tests in *Practical English* are excellent. Even the poorest student will achieve something worthwhile on this type of test.
6. Language-handicapped students who have learned word recognition by the "flash-card" method have a great deal of difficulty with spelling. They need much drill

on phonics, pronunciation, and business vocabulary. Foreign-speaking students require help with the pronunciation of certain difficult sounds in English.

7. The teachers of these students need to display endless sympathy, patience, and tact, and a greater interest in students than in subject matter. The greater the handicap, the greater is the student's need for affectionate understanding. He wants to feel that his teacher is "for him, 100 per cent" and that, as long as he tries to do his best, he will receive whatever assistance is necessary to enable him to achieve his best.
8. Students of average general intelligence who are slow readers usually enjoy plotting a graph of their weekly speed and comprehension test scores to show improvement either in speed or in ability to comprehend increasingly difficult material.
9. Almost all students like to bring to class cartoons, jokes, or clippings illustrating the importance of correct English. They love to find "boners" in cartoons, movie dialogue, and radio or television scripts. The editors of *Practical English* have reproduced in poster size a series of Planters' Peanuts cartoons illustrating errors in pronunciation.
10. The teacher should continually stress that language handicaps can be overcome and that, until they are overcome, the student has little chance of obtaining worthwhile employment or of being promoted.
11. The teacher should constantly fight against discouragement. Much repetition will be required in these special classes, but eventually students will learn.

PLANNING FOR INSTRUCTION

Getting Acquainted (First Week)	43
Requirements for Credit in the Course	46
Sample Lesson Plan for the "Letter to the Teacher"	47
Sample Letter From Teacher	49
Sample Letter to Teacher	51
Oral English (Second Week)	52

GETTING ACQUAINTED (Week 1)

I. Objectives

- A. To provide teacher with student background, including ability and interest
- B. To establish rapport
- C. To establish guidelines for the semester (See Requirements, p. 6.)
- D. To acquaint the student with business vocabulary in general
- E. To direct students' attention to effective techniques
- F. To introduce techniques of listening
- G. To motivate and instruct students regarding the importance of correct spelling and word usage
- H. To develop interest in improving English usage in both writing and speaking

II. Points of emphasis

- A. Attentive listening habits
- B. Efficient classroom management
- C. Specific assignments from the first day
- D. Desirability of courtesy

III. Unit procedures (See "Suggested Schedule for Week," p. 14.)

- A. Monday, Tuesday
 - 1. Enroll students.
 - 2. Instruct them to begin writing exercise. (See Lesson Plan No. 1, p. 77.)
- B. Wednesday

Administer California Language Test, grades 9-14.
(Available from school counselor)
- C. Thursday
 - 1. Introduce listening techniques. (See Listening Lesson No. 1, p. 77.)
 - 2. Preview the text, including preface, contents, format of chapters, illustrations, guides, and index.
 - 3. Assign the reading of preface and introductory chapter.
 - a. Students read entire assignment.
 - b. They reread it and prepare brief outline.
 - 4. Assign two or three questions for oral discussion on Friday.
 - 5. Ask students to continue work on writing letter. (See Steps in Writing, Part II, pp. 93-94.)
 - 6. Introduce spelling work as early in the week as books are available and/or as time permits. (See Sample Lesson Plan on p. 127.)

7. Review a few of the points in "Hints for Success " on p. 33 each day or as the occasion demands. (Write an appropriate "hint" on the board each day.)

D. Friday

1. Collect students' letters.
2. Administer spelling test. Repeat with an oral check during the last few minutes of the period.
3. Review with students desirable characteristics for oral recitation. (See evaluation procedures, p. 68.)
4. Request that students practice these suggestions in oral discussion of assigned questions.
5. Show one of the films suggested, if available.
6. Summarize the week's work.
7. Preview the work for the coming week.

IV. Enrichment activities

- A. Introduce additional activities in listening. (See "Discriminative Listening Record." p. 88.)
 1. From *Radio-Television Ways to Learning*, published monthly by the Audio-Visual Section, select several programs for the week for which students can receive extra credit. (Obtain copy from school audio-visual representative.)
 2. Explain how the Listening Record is to be used.
- B. Encourage students to use the dictionary when they encounter unfamiliar words in the text. Ask them to submit lists and definitions for bonus credit.

V. Instructional aids

- A. Remember that film orders for the first school month need to be placed during the last month of the previous semester.
- B. Consult with the audio-visual representative of the school as to proper procedure for ordering films.
- C. If available, use one of the following films during the first week of the semester:
 1. "Improve Your Handwriting"
 2. "Better Choice of Words"
- D. It is planned that eventually descriptions of films will be pasted inside the lids of all containers. Information will include:
 1. A summary of the contents
 2. Points to observe
 3. Follow-up questions

I. Evaluation

- A. Administer diagnostic test. (See pp. 136-138.)**
 - 1. Since forms W, X, and Y are equated, use any one of them.
 - a. If there are not more than three classes of Business English, one room set of each will suffice for the semester.
 - b. No two classes need be taking the same test at the same time.
 - 2. Plan scoring of tests.
 - a. Forward completed tests to Evaluation and Research Sections if you wish them to be scored. At least one week is required for scoring.
 - b. Obtain punched key from Evaluation and Research Section if you plan to hand score the tests. This can be done in about 30 minutes.
 - c. Use summary sheet for analysis of results.
- B. Assign preparation of letter.**
 - 1. Use letter primarily as a "get-acquainted" device.
 - 2. Mark only obvious errors of spelling, punctuation, etc.
 - 3. Make friendly comments in answer to statements in the letters.
 - 4. Return letters so students may see comments, but collect letters afterward for future use.
 - 5. Review letters after four or five weeks when better acquainted with students so as to gain a deeper understanding of individuals.
- C. Record spelling marks.**
 - 1. Assign a letter mark each week. (See scale on "Sample Lesson Plan for Teaching Correct Spelling." p. 127).
 - 2. Record total words missed and convert to a letter mark at report card time only. (See scale on "A Suggested Marking System for Use in Non-Skill Subjects." pp. 139-141.)

REQUIREMENTS FOR CREDIT IN THE COURSE

(Distribute copies to students.)

I. Daily work

Daily work consists of (1) studies in grammar, punctuation, and selection of the right word; (2) reading and outlining of chapters and the writing of letters; and (3) word studies and oral reports.

Daily exercises must be submitted promptly each day to receive full credit. Chapter outlines are to be written or typed and handed in at the assigned time. Book reports and other reports are to be written or typed. Book reports are to be written in class. Letters are to be written in ink or typed. In addition, daily work includes making contributions to class discussions.

II. Book reports

Two books are to be read, one on personality development and one concerning either careers or a biography or autobiography. A book about travel or one related to business is acceptable as a third choice for those wishing extra credit. "A" or "B" students must submit a minimum of two reports which qualify for full credit by being on time and by being about acceptable books. One book is to be read each quarter, and a report is to be written in class regarding this book. This will be prepared during the eighth and sixteenth weeks, respectively.

III. Notebook

A notebook should be kept of all written assignments, spelling papers, supplementary materials, and special assignments. Notebooks are submitted each quarter before the date for report cards.

IV. Prompt completion of work

All work is to be completed and handed in within the time limits indicated. A record of all work submitted is kept by each student as well as by the teacher. (See "Suggested Marking System for Use in Non-Skill Subjects," pp. 139-141.)

SAMPLE LESSON PLAN FOR THE "LETTER TO THE TEACHER"

Lesson:	Letter to the Teacher
Schedule:	Monday or Tuesday of the first week of the semester.
Objectives:	Students write about themselves to help the teacher - Learn something about each student's interests and background. - Analyze their writing abilities. - Plan for the remedial work. - Build rapport with the class. - Provide student activities until texts are available.
Transition:	To assist students with their work during the semester, the teacher needs to know a number of things about them. While the teacher is engaged in signing programs or performing other enrollment activities, the students can read the letter from the teacher and think about what they wish to write.
Materials:	Mimeographed letter from teacher. Paper for students to begin their rough drafts of the answer to the letter.
Approximate Time (Minutes):	
10	Enrollment materials are distributed to class. Students complete enrollment forms.
10	Students read the letter from the teacher and begin to make notes. Teacher signs programs or performs other enrollment activities.
20	Discussion: Teacher helps students recall the three letter forms (block, modified, and indented) and the three styles of punctuation (open, mixed, and closed). Teacher reviews the personal business letter format and shows students how to write the heading and the inside address. Teacher points out that there are no abbreviations used. Teacher may prescribe form and punctuation style or allow students to choose, reminding them to be consistent throughout the letter. Students and teacher develop a brief outline of the contents of the two or three paragraphs which the student will write:

1. Schools which you have attended (last elementary school and junior or senior high schools).
2. Outside activities, such as hobbies, sports, pets
3. Your family (if you wish).
4. Plans concerning job, schooling, marriage.
5. How you believe this course can help you

Teacher anticipates some of the spelling difficulties with such words as elementary, business, career, convenient, and separate.

Remainder
of period:

Students start to write. Teacher walks around room, answering questions and helping students to get started.

Summary—Teacher reviews personal heading, inside address, and punctuation.

Teacher asks how many students were able to complete paragraph 1, and advises students to continue working on the rough draft, which will be handed in two days hence. Teacher reminds students to use the dictionary for doubtful spelling and to strive for complete sentences and correct punctuation.

Students are reminded to collect all personal belongings and to leave no papers or supplies on desks before dismissal.

The teacher's responsibilities for students' written work include:

1. Recognition of needs
2. Diagnosing of difficulties
3. Guidance toward improvement

SAMPLE LETTER FROM TEACHER

Current date

Dear Student:

Because so much of my time will be taken signing programs during your first day in this new class, I am writing you this letter to tell you something of the plans for this semester.

How well can you take thoughts and ideas from your own mind and pass them along to the mind of someone else? How well do you know words? How many of them can you recognize, understand, and use correctly? Can you stand up in front of your class and explain how to perform a simple task, such as folding a letter to place inside a small envelope? Do you think you could write a letter that would have no errors so that you could actually mail it? To help you answer "yes" to these practical questions and to many others is the purpose of this class.

You will have a chance to write many types of letters. Some you will actually mail and will have the fun of receiving the answers. These will include thank-you letters, claim letters of request and inquiry, order letters, and letters of application.

Toward the end of the semester, you will find out something about getting a job. Have you ever filled out an application blank? Have you ever been interviewed by a prospective "boss"?

Perhaps by now you can see that there is much in store for you this semester. If we all enter into the spirit of the class and try to make our learning fun, it will be. Too, we'll be better prepared for what's ahead of us in the business office. That's our goal, isn't it? If you have other plans for your future, you'll still need to be sharp when it comes to solving your personal business problems. You can never get very far away from business activities. Isn't that true?

I'd like to know more about you and your ideas for this course. To help me, please write a letter of 100 words or more, telling me first about yourself and then about the schools you've attended, the subjects you've liked best, the things you're interested in outside of school, your family (if you want to), your plans for the future, the kind of job you're interested in eventually, and lastly, how you think this course could help you.

Begin thinking about these topics as soon as you finish reading this letter. Tomorrow,

you will have an opportunity in class to put your ideas down on paper. If you would like to jot down some notes on a separate sheet to help you, you can begin doing that today. You'll need a pen every day in class, so try to get yourself equipped with one for tomorrow.

By working together we can make this a wonderful semester in Business English.

Cordially,

(A suggested organization for the letter to the teacher is shown on the following page.)

SAMPLE LETTER TO TEACHER

Street address (Do not abbreviate.)

City state zip code number

Current date

Name of teacher

Name of school

Street address of school

City, state, zip code number

Correct salutation

Paragraph 1: Tell me about the schools you've attended. Mention only the last elementary school and the last junior high school. What subjects have you liked best? Do you know why these are your favorites?

Paragraph 2: Tell me about your activities outside of school and something about your family, if you want to. Do you have a special hobby that might relate to your vocational plans?

Paragraph 3: Tell me about your plans for the future. What kind of a job do you eventually want? How do you think this course will help you to attain your goals?

Cordially,

Signature

ORAL ENGLISH (Week 2)

I. Objectives

- A. Develop an appreciation and an understanding of the dictionary as a tool of communication.
- B. Plan for and practice speech activities.
- C. Review types of sentences, end punctuation, and capitalization.
- D. Practice good listening habits.

II. Points of emphasis

- A. Importance of oral expression in business, as well as in social life.
- B. Importance of correct usage in oral and written work.
- C. Value of the dictionary as a tool.

III. Unit procedures (See "Suggested Schedule for Week." p. 14.)

A. Monday

- 1. Introduce new spelling lesson. Describe plan for semester.
 - a. Study several plans for presenting spelling. (See pp. 125-127.)
 - b. Discuss plans with students; ask for their decision.
- 2. Preview the dictionary for the class.
 - a. See "How to Use the Dictionary," (pp. 128-129.)
Allow students several days to complete assignment.
 - b. Emphasize that a misspelled word will disqualify a paper for a grade.
- 3. Review the correct procedure for outlining. See text.
- 4. Assign the reading from text. Use the remaining time in class to help students begin reading.
 - a. Ask various students to read aloud.
 - b. Coach class in listening for the main heading and the sub topics which they can use in their outlining.

B. Tuesday

- 1. Use text to develop the idea of recognizing the main thought. (See "Listening Lesson No. 2- The Main Thought," p. 78.)
- 2. Use this idea to help limit topic for oral reports. (See "Guide for Presenting an Oral Report," p. 66.)
- 3. Develop a schedule for presenting reports. Allow students to select own time. Encourage some of the students to be ready by Friday of this week.

4. Preview spelling words in accordance with plan selected.
5. Use the remaining time in class to help students develop outline of chapter. Students complete outline for homework and hand in Wednesday.

C. Wednesday

1. Conduct spelling lesson in accordance with plan selected.
2. Collect outlines. Use student help in handling papers. (See "A Suggested Marking System for Use in Non-Skill Subjects," pp. 139-141.)
3. Introduce supplementary grammar book.
4. Use "Lesson Plan on Complete and Incomplete Sentences," pp. 120-121, to introduce this review.

D. Thursday

1. Conduct spelling lesson in accordance with plan.
2. Ask students to check own homework as answers are given.
3. Review end punctuation; assign homework on this topic.
4. Plan oral messages and telephone conversations and have them enacted before the class.
5. Spend remaining part of the period helping students to prepare outlines for oral presentations which will begin on Friday.

E. Friday

1. Conduct spelling lesson in accordance with plan.
2. Repeat oral messages and telephone conversations. Strive for improvement.
3. Begin oral presentations; work out criteria with the class for their criticism. (See "Suggested Evaluation Procedures for Oral Presentations," p. 68.)
4. Use remaining class time to summarize the work of the week and to talk about the work for the coming week.
5. Assign the reading covering Form and Placement for Business Letters.

IV. Enrichment activities

- A. Select from *Radio-Television Ways to Learning* several programs for the week for which students can receive extra credit. (See "Discriminative Listening Record," pp. 88-89.)
- B. Encourage students to use the dictionary to check meaning and pronunciation of 25 selected words.
- C. Assist students who may wish to prepare posters showing proper

placement of addresses on envelopes of various sizes.

V. Instructional aids

- A. Show one or more of the following films, if available—
 - 1. "Planning Your Talk"
 - 2. "Spelling Is Easy"
- B. Use the tape recorder to record and play back oral presentations.

IV. Evaluation

- A. Review outlines of textbook materials.
 - 1. Glance over the work to assure that rules for outlining are being observed.
 - 2. Record credit for the work. Do not grade.
 - 3. Return any outlines that do not meet the standards established.
- B. Evaluate spelling assignment.
 - 1. Recheck papers to assure that students have graded properly.
 - 2. Record the grade.
- C. Instruct students assigned to present oral reports. (See p. 68.)

PLANNING FOR INSTRUCTION IN SPEAKING AND LISTENING

Oral English	57
Meeting Vocational Demands	58
Steps in the Development of Skills in Oral English	59
Enunciation Drills for Oral English	60
Speech Experiences (Starting Second Week)	61
Planning for Oral Reporting (Teacher)	63
Guide for Presenting an Oral Report (Student)	66
Suggested Evaluation Procedures for Oral Presentations	68
Guides for Effective Group Discussion	69
Listening	72
Steps in the Development of Listening Habits	74
Developing Good Listening Habits	75
Listening Lesson No. 1	77
Listening Lesson No. 2	78
Script for the Main Thought: How to Express It	80
Listening Lesson No. 3	83
Script on Completeness	85
Discriminative Listening Record	88

ORAL ENGLISH

Oral communication has an increasingly important role in daily life. The privilege of freedom of speech also has its responsibilities. From the flow of ideas encountered through radio, television, and direct communication, the individual must develop the ability to recognize the spurious and the genuine and to become sensitive to the in-between shades of meaning.

The interpretation of these ideas through expression is the portrayal of personality. Speech is the expression of the self, and personal effectiveness is determined to a large extent by what one says and how one says it.

Schools, then, have a responsibility to develop individuals with a social conscience who can express themselves effectively to others.

Results of a survey by the National Council of Teachers of English in different communities widely scattered throughout the United States show that:

Increasing recognition is being given to the importance of speech in the high schools of today. The emphasis upon the arts of communication places speech and listening on an equal footing with reading and writing...for in the schools of a democracy the ability to think clearly and honestly, to speak with vigor, and to examine critically what is said by others is of paramount importance.¹

With regard to developing competence in speaking, the Commission on the English Curriculum further states:

Speech is not a natural gift; it is learned. A high degree of proficiency in speech is a requisite to successful living. Few people meet with competence the infinitely varied speech situations involved in vocational, civic, and recreational activities. That the development of speech competence in boys and girls is a major aim of the secondary schools is an inescapable conclusion.

Clearly, the school's program must not confine itself to developing mastery of skills; it must aim also to cultivate attitudes and ideals consistent with the highly co-operative society of America and with her significant role in the world community.²

¹National Council of Teachers of English, Commission on the English Curriculum, *The English Language Arts in the Secondary School* (New York: Appleton-Century-Crofts, 1956), p. 236.

²*Ibid.*, p. 245,

MEETING VOCATIONAL DEMANDS

In English for business, vocational demands are exacting; and, for the high school business major, the interval is short between practice and application. For maximum accomplishment, all oral work should be related as closely as possible to present needs or future demands in social and business situations. The problems should be practical and have reality for the student.

Objectives:

- To develop poise and confidence in speaking
- To increase vocabulary and word power
- To understand the proper structure of a speech
- To improve speech skills and voice projection
- To develop ability to make planned and impromptu reports
- To improve ability to converse informally with peers and supervisors
- To develop appreciation for acceptable oral communication—
 - Vocational, recreational, and civic speeches
 - Radio and television programs
 - Drama and other forms of entertainment

Purposes:

- To entertain or interest
- To explain how to do something
- To convince or persuade
- To inform or direct

Areas:

- Oral reports presenting facts or relating experiences
- Conversations in telephoning and role playing
- General class discussions
- Group discussions —planned and impromptu
- Book reports
- Oral interviews
- Introductions

STEPS IN THE DEVELOPMENT OF SKILLS IN ORAL ENGLISH

- I. Words
 - A. How to use the dictionary
 - 1. Pronunciation – syllabication
 - 2. Meaning: Use of the word in context
 - 3. Correct spelling
 - B. Vocabulary studies
 - 1. Frequently used words
 - 2. Specialized vocabularies
- II. Discussion questions
 - A. Select words carefully
 - 1. Use parts of speech correctly (especially pronouns and verbs)
 - 2. Pronounce words accurately
 - B. Use complete sentences
 - 1. Strive for correct structure
 - 2. Avoid awkward usage
- III. Oral reports (See Guide for Presenting an Oral Report, p. 66.)
 - A. Choose a topic.
 - 1. Select a subject which is understandable to speaker.
 - 2. Select a subject which has interest for the audience.
 - B. Collect the material.
 - 1. Limit the scope of the material.
 - 2. Include interesting details.
 - C. Develop an outline.
 - 1. Decide on main divisions.
 - 2. Select appropriate supporting details.
 - D. Present the report.
 - 1. Follow accepted speaking techniques.
 - 2. Choose appropriate words.
 - E. Follow up the report.
 - 1. Prepare summary.
 - 2. Prepare questions to be answered by audience.
- IV. Group discussion (See Guide for Effective Group Discussion, pp. 69-71.)
 - A. Informal
 - 1. Start with several small groups in "buzz sessions."
 - 2. Elect a leader for each group.
 - B. More formal
 - 1. Progress to one leader for entire class.
 - 2. Encourage each member of class to participate in discussion.
 - C. Panel discussion
 - 1. Select several participants.
 - 2. Through discussion, select a solution to a problem.

ENUNCIATION DRILLS FOR ORAL ENGLISH

The following drills will help to improve enunciation. Practice the drills aloud ten times daily until the forming of sharp, clear-cut syllables becomes a habit.

VARIED TYPES

1. Did you receive help?
2. Help came just too late.
3. They ran for home.
4. He is becoming more confident.
5. Can you help?
6. Just then, I saw him catch a fish.
7. He left it for me.
8. He asked why I was late.
9. Come and get your share.
10. This one is for me.
11. If we can just reach home safely, I shall never try it again.
12. Help me catch the horse, and you will get a chance to ride him.
13. Please stay, just for this once.
14. Why, of course, you are welcome!
15. Are you becoming anxious?
16. He receives just enough to live on.
17. Why are you going?
18. Can you catch this ball?
19. Will you get my glove?
20. Throw it as far as you can.

WATCH THE DISMAL DOUBLES

Pronounce them aloud.

give me
used to

did you
want to

going to
kind of

do you
come here

got to
all right

ORAL DRILL IN GRAMMAR

- | | |
|--|--|
| 1. Was it he? | 9. The man spoke to Mary and me. |
| 2. Jane and I were late. | 10. Between you and me, he is at fault. |
| 3. She sits between him and me. | 11. He is somewhat taller than I. |
| 4. They sent for John and me. | 12. Will you go with Jack and me? |
| 5. They blamed him and me. | 13. This is different from the one you gave John and me. |
| 6. I wonder whether or not it was I. | |
| 7. I wonder whether or not it was she. | |
| 8. You, he, and I shall play the game. | |

SPEECH EXPERIENCES¹ (Starting Week 2)

Type of Speech:

Public speaking (talk)

Goals:

Plan proper structure of a speech.
Develop poise and confidence.
Project voice and improve speech skills.

Purposes:

To interest or to entertain
To explain how to do something
To convince (student body elections)
To inform (current events, history,
ideas that are new, etc.)

Materials and Resources:

Text, library, experience, radio, television, "live" speaker, magazines,
newspapers

Initiation:

A sharing of experiences
A real or imaginary trip
Election speech for student body
candidate

Limit of three minutes
Step plan for class to follow
Outline for individual speeches

Development:

Introduction speeches at the beginning of the semester serve to acquaint the students with each other and to establish a more relaxed classroom atmosphere. A careful check should be made to assure that no student uses more than his share of the time. Emphasize that an orderly sequence of ideas is important to the understanding of an experience or happening.

Students should be allowed to ask questions after each speech so that attention can be concentrated on the hobby, sport, or game rather than on the speaker. If the topic is trips — real or imaginary — it might be interesting to have the students indicate which trips they thought were imaginary and which were real.

When outlines are developed, the teacher should have them in front of him so comments can be written on the outlines as the talks are given. The teacher may be able to grade the students at the same time. Perhaps separate grades for the outline and for the speech would be best in the beginning. Each student should know the exact day that he is expected to talk. Speeches should be limited to three minutes, and they should be practiced at home, using no written material other than the three-step sequence (introduction, or key idea; body or expansion of key idea; and conclusion).

¹*Speech-Listening Experiences for English and Social Studies, Grades 7 through 14* (Pasadena City Schools: Division of Instructional Services, 1958), pp. 37-44.

Evaluation (See Suggested Procedures for Oral Presentations, p. 68):

In the beginning, the actual experience should be stressed; and, in the delivery of the talk, only such factors as volume and clearness should be emphasized. Forgetting or lack of organization should lead to discussion about planning the speech.

The comments that are written on the outlines should not be too critical and should indicate areas that need stressing. After the speeches have all been presented for the day, the instructor should discuss the abruptness with which some of them may have started and finished and the necessity of preparing class members for the information and of leaving them with a complete idea at the conclusion.

Place on the blackboard the two or three selected aspects which students will analyze for the day. Change these from day to day so class analysis of speeches does not become routine.

After each speech, there could be some class discussion about the introduction and the conclusion, using such questions as, "Did you recognize an introduction?" Be careful about permitting too much class comment on weak points until the students have some bases for evaluation. General comments from the teacher can be made without specifying which students gave the good or the poor speeches. Sometimes it seems more impersonal to make criticisms to the entire class even when you do mention names.

After the class becomes familiar with the evaluative criteria, students can write comments on separate slips of paper for each speaker. The slips should be collected in a manner to assure that the sources of the comments will remain anonymous.

Outcome:

The students become aware of the fact that a class of 35 students has had a wide variety of experiences which are interesting and also that many times the manner of telling about these experiences increases the interest.

Students get a clear understanding of the necessity for organization at the same time that they give information about their natural interest in the different sports, hobbies, etc.

The experience should stress the importance of structure in a speech and it should tie in with certain of the listening experiences. A review of courtesy in listening and the techniques of good listening could very well precede the speaking.

To check listening alertness, the speaker could prepare two or three quickly answered questions based on the content of his talk. A short summary might also be requested.

In oral work, when should the teacher correct the student's speech? (See p. 142.)

PLANNING FOR ORAL REPORTING (Teacher)

- I. Orientation for oral reporting
 - A. Teacher and students build background.
 1. Increase knowledge and share experiences.
 - a. Read material in textbook.
 - b. Discuss importance of speech in business and social life.
 - c. Discuss importance of speech in the world of entertainment. (See Discriminative Listening, p. 88.)
 - d. Recall recent civic and political speeches.
 2. Develop a strong motivating purpose.
 - a. Choose topics of genuine appeal to teenagers.
 - b. Discuss four purposes: to entertain, to convince, to inform, or to explain.
 - c. Review instances when classmates gained recognition because of speaking ability. (Student body elections, community-sponsored speech contests, etc.)
 3. Prepare a plan for oral presentation.
 - a. Guide students in selecting the topic.
 - b. Discuss sources of information.
 - c. Explain organization of report.
 - d. Suggest visual materials to illustrate report.
 - B. Discuss objectives and goals. (See Suggested Evaluation Procedures for Oral Presentations, p. 68.)
 1. Topic
 - a. Clearly defined
 - b. Interesting to all
 2. Material
 - a. Properly planned
 - b. Interesting to all
 - c. Fully developed topic
 - d. Valid ideas pertinent to subject
 - e. Evident purpose
 3. Presentation
 - a. Voice pleasant and well modulated, distinct, varied in tone
 - b. Manner
 - (1) Eye contact with audience
 - (2) Adequate poise and relaxed posture
 - (3) Successful rapport with audience
 - c. Language
 - (1) Vivid and exact word usage

- (2) Proper pronunciation
- (3) Complete sentences
- (4) Successfully portrayed ideas
- d. Organization
 - (1) Brief, interest-arousing introduction
 - (2) Clear emphasis of important points
 - (3) Successful use of examples, illustrations, or visual materials
 - (4) Forceful, brief conclusion
 - (5) Observation of time limit (3-5 minutes)

II. Preparation for oral reporting

- A. Students develop outlines.
 - 1. Introduction
 - 2. Important ideas
 - 3. Supporting detail
 - 4. Conclusion
- B. Teacher checks outlines.
 - 1. Judges if topic has general interest for group.
 - 2. Analyzes main ideas and subtopic relationships.
 - 3. Restricts scope to fit time allowance.
- C. Student improves outline.
- D. Student submits outline to teacher when he presents report.

III. Presentation of oral report

- A. Schedule three or four reports each day.
- B. Analyze reports as they are presented. (See *Evaluation of Oral English*, p. 142.)
 - 1. Develop a definite plan. (See *Suggested Evaluation Procedures for Oral Presentations*, p. 68.)
 - 2. Select a major goal for each activity.
 - 3. Check student's outline as he presents speech.
 - 4. Write pertinent comments on outline.
- C. Direct student appraisal.
 - 1. Discuss with class aspects of the selected goal.
 - 2. Instruct students to observe points of approval.
 - 3. Motivate students to make suggestions that aid and encourage, recognizing the sensitivity involved with speech making before peers.
 - 4. Allow time for appraisal immediately following speech.
- D. Summarize comments made by students.
 - 1. Commend speaker; highlight strong points.
 - 2. Instruct speaker; suggest ways to correct weaknesses.
 - a. Provide instruction privately when it seems advisable.
 - b. Use written comments for detailed instruction.

- E. Encourage speaker to evaluate his own effectiveness.
 - 1. Judge in terms of what he was trying to do. (Interpret his goal.)
 - 2. Spell out areas that he intends to improve.

IV. Suggested topics

- A. Use extra material in text.
 - 1. Material suitable for listening lessons
 - 2. Material needing special emphasis or review
- B. Review articles from *Today's Secretary* and other business periodicals.
- C. Report on personal interview with a business or civic representative.

GUIDE FOR PRESENTING AN ORAL REPORT (Student)

- I. Choosing the subject
 - A. Select a subject that interests you and that you know something about. (Personal experience, news item, travel, how to do something, a favorite character)
 - B. Select a topic that will have class appeal and that you can build to hold class interest.
 - C. Choose a topic that can be developed within the stated time limit (3-5 minutes).
- II. Collecting the material
 - A. Include only material pertinent to the subject.
 - B. Decide which purpose your speech will serve: to inform, to interest, to convince, to explain.
 - C. Select materials or recall experiences which develop the topic and serve your purpose.
 - D. Check accuracy of information, using such sources as books, maps, magazines, pictures, reports on radio and television.
 - E. Build a skeleton outline. (See III. A. below.)
 - F. Submit the outline for teacher approval.
 - G. Revise the outline if necessary.
- III. Preparing the report
 - A. Organizing the material
 1. Work out a brief introduction that arouses interest and announces a topic.
 2. Emphasize important points clearly.
 3. Present examples or illustrations to develop main ideas.
 4. Plan a forceful, brief conclusion — a final restatement.
 - B. Preparing for presentation
 1. Practice the speech at home.
 2. Use the dictionary to search for exact and vivid words.
 3. Revise the talk to meet time requirements.
 4. Develop visual materials (maps, charts, pictures, gadgets) that will make the report more vivid.
 5. Improve wording, method of presentation, and delivery.
- IV. Presenting the report to the class
 - A. Talk to the class; look at the audience while speaking.
 - B. Speak correctly, using
 1. Complete sentences
 2. Proper pronunciation
 3. Careful choice of words

- C. Project your voice so all can hear.
 - 1. Speak pleasantly and distinctly.
 - 2. Vary the tone for emphasis and interest.
- D. Stay within the time limit.
- E. Display visual materials so all can see them.
- F. Maintain a poised, relaxed manner.
 - 1. Keep hands and arms relaxed at sides.
 - 2. Hold body erect, shoulders back, and chin up.
 - 3. Keep feet firmly planted and close together and knees relaxed.
- V. Evaluating effectiveness of performance
 - A. Prepare three or four questions to be answered by audience.
 - B. Conduct oral summarization by classmates.
 - C. Review written evaluations from each class member.

SUGGESTED EVALUATION PROCEDURES FOR ORAL PRESENTATIONS

(For teacher use and student guidance)

Consider the six areas listed below in evaluating oral presentations. A suggested marking scale is provided.

AREAS	POINTS TO BE NOTED
A. Topic	Clearly defined, interesting to all
B. Material	Properly planned; interesting to all; fully developed topic; valid, pertinent ideas; evident purpose
C. Presentation	Voice pleasant, well modulated, and distinct
D. Manner	Eye contact, poised, relaxed, audience rapport
E. Language	Vivid, exact words; proper pronunciation; sentences complete; ideas clearly stated
F. Organization	Brief, interesting introduction; points made clear; successful portrayal; forceful, brief ending; time limit observed

MARKING SCALE

Outstanding	5
Good	4
Satisfactory	3
Needs to improve	2
Should try again	1

STUDENTS	A	B	C	D	E	F
1.	—	—	—	—	—	—
2.	—	—	—	—	—	—

GUIDES FOR EFFECTIVE GROUP DISCUSSION

- I. What discussion is
 - A. A cooperative effort to use facts in arriving at a solution to a problem
 - B. Testing of facts proposed in the solution of a problem
 - C. Proposal of alternative solutions to a problem
 - D. Presentation of divergent points of view on a problem
- II. Major goals
 - A. Learning to express ideas clearly, correctly, and concretely
 - B. Learning to consider and evaluate the ideas of others
- III. Steps in the discussion pattern
 - A. Selection of the topic or the problem
 - 1. Topic should be one which can be defined or narrowed down so that all will have a clear idea of the direction of the discussion.
 - 2. Discussion should be of some interest to all.
 - B. Selection of leader and recorder
 - C. A brief exploration of the problem
 - 1. What is the nature of the problem confronting this group?
 - 2. What are some possible solutions?
 - 3. What are the advantages and disadvantages of each solution?
 - 4. What, finally, seems to be the one best solution?
 - 5. What is the best way of putting this solution into effect?
 - D. Analysis of facts and information and of various points of view expressed during discussion
 - E. Summary of the major points or issues which have been presented.
 - F. Conclusion or decision regarding course of action.
 - If no conclusion is possible, what further research is indicated?
- IV. Principles to consider in planning discussion
 - A. Discussion is a useful tool for sharing information.
 - B. Informal discussion is difficult in too large a group.
 - C. Informal discussion is difficult without a face-to-face exchange of information and opinions.
 - D. A plan is necessary to save time.
 - E. Some kinds of decisions are personal in nature rather than of the group type and do not lend themselves to group discussion.
- V. Participation in the discussion
 - A. Responsibilities of the leader
 - 1. Introduce the subject or topic.
 - 2. Begin at once by asking a question or making a comment.

3. Keep the discussion "on the track." See that main points are covered.
4. Respect everyone's opinion; maintain an objective attitude.
5. Remain in the background; draw out individual members instead.
6. Help the members think aloud by asking questions or making suggestions:
 - "Has anyone thought about this phase of the problem?"
 - "Your point is an interesting one, but can we return to the subject?"
 - "Am I correct in assuming that we all agree (or disagree) on this point?"
 - "Can you give us a specific example on that point?"
 - (When the group does not understand)
 - "Can anyone add anything to the information already given on this point?"
 - "I don't know. Who does?" (When the leader cannot handle the question, or just seeks to encourage discussion)
 - "That's a good question. Does anyone have an answer?"
 - "Would anyone else like to comment on this point?"
7. Watch for points of agreement. Turn the discussion in this direction by asking questions or reviewing what has been said about the point.
8. Watch for possibilities for further research on related topics.
9. Keep the spirit friendly.
10. Be sure that the main points are reviewed orally by recorder.
11. Assure that conclusions are summarized.

B. Responsibilities of members

1. Listen courteously and thoughtfully to the ideas of others. Look at the person speaking. Listening is also participating.
2. Avoid interrupting. Wait for recognition from the leader or for a pause.
3. Project your voice so all can hear. Avoid an argumentative tone or a show of emotion.
4. Use vivid words, correct grammar, and complete sentences. Avoid repetition.
5. Back your opinions by reasons, facts, examples.
6. Keep an impersonal, objective attitude. Work toward a goal. Do not air petty grievances.
7. Allow everyone a chance to speak. Be anxious to hear the opinions and ideas of others.
8. Ask for explanations when you need them. Perhaps others also do not understand.
9. If you disagree, say so frankly, but in a friendly way.
10. Stick to the subject. Relate your comments to what others have said.
11. Don't expect an important question to be settled immediately. Opinions sometimes need unsettling before an answer becomes evident.
12. Accept good naturedly the decision of the group.

C. Responsibilities of the recorder (summarizer)

1. List major issues discussed. (Use the chalkboard.)
2. List arguments on both sides.

3. List major agreements and major disagreements.
4. Record the statement or conclusion worked out by the class.
- D. Responsibilities of the observers (in panel discussions, the remaining class members)
 1. Evaluate the members' participation.
 - a. Did the discussion stay on the subject?
 - b. Did anyone try to dominate?
 - c. Did all have a chance to contribute?
 2. Evaluate the information contributed.
 - a. Was evidence sufficient in quantity and quality to find an answer?
 - b. Is further discussion desirable?
- E. Points for further analysis
 1. Relevancy of thought (name of student, if desired)
 - a. Poorly related remarks
 - b. Related remarks
 - c. Closely related remarks
 2. Agreement or bias
 - a. Possible solutions suggested
 - b. By whom suggestions were made
 - c. Possible personal bias
 - d. Personal reaction
 - (1) Agreement
 - (2) Neutral
 - e. Final solution

LISTENING

Skill in both speaking and listening is developed gradually through a variety of experiences. Each skill is half of the two-way process of oral communication. As listening improves, speaking becomes more effective.

Absorption and use of effective and correct speech techniques are by-products of good conversation, speeches, and performances. Many elements of usage can be learned better by ear than by eye. (See "Enunciation Drills for Oral English," p. 60.)

Not only must students be taught how to listen, but they must also be taught how to judge what they hear—in the school, in the home, and in the community. Members of the Commission on the English Curriculum state:

The whole world is an 'audible book' for today's youth. Training in how to listen will determine, in no small measure, how well young people differentiate truth from half truths, fact from opinions, sensations from emotions, propaganda from education.¹

They further state:

What young people listen to on radio and television can change their knowledge, skills, attitudes, and behavior patterns. If the change is to be for the good of the individual and of society, instruction in how to listen is as urgently needed as is instruction in how to read.²

Habits of choice and of careful assessing of values are crucial to the turning of these influences into constructive channels, stimulating, not blunting, to the imagination and sense of moral values.³

Speaking and listening are skills which are particularly adaptable to integration with other subjects. However, this inclusion sometimes results in the neglect of the basic skills of speaking and listening, which must be taught specifically to assure learning.

The speaking-listening experiences outlined in this guide are designed to improve these basic skills and at the same time to lead to a reinforcement of the principles of English

¹National Council of Teachers of English, Commission on the English Curriculum, *op. cit.*, p. 252.

²*Ibid.*, p. 252.

³*Ibid.*, pp. 10-11.

usage. They will undoubtedly suggest many additional activities for the improvement of communication.

SUGGESTIONS FOR GOOD LISTENING¹

1. Pay close attention; train yourself not to become distracted.
2. Keep quiet.
3. Enlarge your vocabulary.
4. Improve your reading comprehension.
5. Be interested in what you hear.
6. Bring knowledge to what you hear.
7. Be rested when you listen.
8. Discover what a speaker *means*, not merely what he says.
9. Evaluate what you hear; do not be fooled by propaganda.
10. Try to like the speaker.
11. Know how to select the main points.
12. Learn to recognize correct English.
13. Be comfortable and relaxed.
14. Obtain experience in various kinds of listening.

¹Himstreet, William C., Leonard J. Porter, Gerald W. Maxwell, *Business English in Communications* (Englewood Cliffs, N. J.: Prentice-Hall, 1964), pp.394-395.

STEPS IN THE DEVELOPMENT OF LISTENING HABITS

- I. Listen attentively to word usage.
 - A. Correct pronunciation
 - B. Explanations of meaning
 - C. Usage in sentence form
- II. Listen attentively to directions provided by the teacher.
 - A. Study teacher's pronunciation of words and structure of sentences.
 - B. Develop responsibility for understanding and following directions.
- III. Listen attentively to class discussions.
 - A. Ideas and facts
 - B. Word usage
 - C. Way in which other students form sentences
- IV. Participate in class listening lessons. (See Listening Lessons, pp. 77-83.)
 - A. Main idea
 - B. Supporting detail
 - C. Application
- V. Listen discriminatingly outside of class. (See Discriminative Listening Record, p. 88.)
 - A. Select worthwhile programs.
 - B. Form habits of purposeful listening.

DEVELOPING GOOD LISTENING HABITS

(Use for class discussion.)

- I. What is listening? "Listening is the personal act of lending your ears so that words can reach your mind and your heart!"¹
 - A. Why do we need good listening habits in class?
 1. To follow directions without wasting time by repetition
 2. To follow directions without making mistakes
 3. To learn new facts and ideas
 4. To follow discussions and make worthwhile contributions
 5. To hear correct pronunciations of words as an aid to correct spelling
 6. To evaluate information and exercise good judgment
 7. To enjoy class activities
 8. To improve study habits
 9. To show courtesy
 10. To improve speaking habits
 11. To learn to take lecture notes competently
 - B. How can we achieve good listening habits in this class?
 1. Listen attentively to bulletins as they are read.
 2. Listen attentively to directions as they are given.
 3. Be courteous to anyone who is speaking.
 - a. Look at the speaker.
 - b. Maintain a sympathetic attitude toward the speaker. Put yourself in his place. Laugh "with," not "at."
 - c. Give the speaker your undivided attention. (Forego homework and forget personal problems.)
 4. Avoid talking with another person when someone is speaking.
 5. Avoid making any other noise or movement when someone is speaking.
- II. Why is good listening so important today?

This skill is valuable:

 1. In business and other vocations
 2. For enjoyment of television and radio programs and other entertainment
 3. In the exercise of judgment
 4. In forming and keeping friendships
 5. In discriminating between fact and opinion
 6. In evaluating what we hear

¹National Council of Teachers of English, Commission on the English Curriculum, *op. cit.*, p. 267.

III. How can we evaluate listening?

Do students accomplish the following?	Frequently	Seldom	Never
1. Ask that directions be repeated when necessary.	_____	_____	_____
2. Follow directions correctly.	_____	_____	_____
3. Pass tests on audio materials.	_____	_____	_____
4. Pronounce words correctly.	_____	_____	_____
5. Use correct speech patterns.	_____	_____	_____
6. Practice courtesy in the classroom.	_____	_____	_____

LISTENING LESSON NO. 1

DATE First week TOPIC Gain information orally

PRINCIPAL ACTIVITY Listening attentively to school bulletin
about standards of behavior, dress, etc.

I. Aims

A. Teacher's (desirable long-range outcomes)

1. To develop listening habits which save class time and reduce repetition of instructions
2. To introduce the idea of "listening." Follow lesson with discussion.
3. To demonstrate why it is important to *listen*

B. Students' (immediate results)

1. To answer questions correctly about material presented.
2. To improve listening habits

II. Materials

1. One copy of material to be read (1 to 3 minutes)
2. Writing material for students
3. Five or more objective questions about the material

III. Procedure

A. Setting the stage

1. Explain the importance of listening.
2. Tell students that bulletin regarding standards of behavior or dress, or some similar topic, will be presented orally.
3. Point out that a few simple questions will follow the oral presentation as a check on listening habits.
4. Warn students that the material will be read only once and that no interruptions will be allowed.

B. Presenting the lesson

1. Read material slowly enough for brief notetaking.
2. Ask students to answer several questions of objective type.
3. Allow students to exchange papers and mark.

IV. Evaluation and summary

1. Analyze student errors (show of hands). Discuss "How well did we listen?"
2. Use errors to demonstrate how important it is to listen well to receive simple directions. Discuss penalty which might follow a violation or misunderstanding of a school rule.
3. Ask students to state reasons why it is valuable to learn to listen. (See *Developing Good Listening Habits*, p. 75.)
4. Discuss but a few points at this time. Return to the topic later for a more complete discussion.

LISTENING LESSON NO. 2

DATE Second week **TOPIC** The Main Thought
(See p. 80 and Suggested
Schedule on p. 14.)

PRINCIPAL ACTIVITY Recognizing the main thought

I. Aims

A. Teacher's (desirable long-range outcomes)

1. To review the techniques of listening
2. To develop skill in identifying the main idea
3. To apply the skill to outlining
4. To introduce and motivate oral expression

B. Students' (immediate results)

1. To improve listening ability
2. To understand how to identify the main idea
3. To apply this skill in building an outline
4. To answer correctly the questions which follow the audio parts of this listening lesson

II. Materials

(See Suggested Schedule for Second Week, p. 14.)

1. Selected parts read verbatim.
2. Teacher presentation of the main ideas.
3. Taped script. (See pp. 78-80.)

III. Procedure

A. Setting the stage (5 minutes).

"Last week, we discussed some of the reasons why we want to become good listeners. Today, we will review our understandings of good listening habits and see how expertly we can apply the listening skill to acquire knowledge and gain efficiency." (Ask one student to write on the board the suggestions of the others.) (See "Developing Good Listening Habits," p. 75.)

B. Presenting the lesson (3 to 5 minutes).

1. Read selected materials or deliver lecture.
2. Capable student reads selected or teacher-prepared materials.
3. Present recorded materials for listening. (See script.)

C. Follow-up activities (5 minutes)

Use this opportunity to introduce the idea of oral presentations and to encourage students to outline properly a chapter on oral English.

IV. Evaluation and summary

1. Ask students to check their own answers as they are provided in the script or by the lecturer.
2. Collect these answers, but do not mark them.
3. Check to see how well the class is able to pick up key ideas.
4. Occasionally, assign a mark for the oral presentation. This will prevent the students from becoming careless during the listening lessons.

SCRIPT FOR THE MAIN THOUGHT: HOW TO EXPRESS IT¹

Build your message around a corethought. The subject or central thought is called the corethought. The corethought is the "commander." It gives orders to the pieces of material out of which the message is built. It marshals the ideas into a well-planned unit. The corethought is the subject you are writing about. It is the heart of the plan. It should be in control. You first identify the corethought before your ideas can be put into the right relation to one another. After you have identified the corethought and have decided *exactly what it is*, you can put the ideas of the message into the proper order to make sense.

Before you start to write or speak, then, you must form a clear picture of the corethought.

Now see if you can positively identify the corethought (the thing being discussed) in the following paragraph:

When you are at a public gathering and some person gets up to speak, have you noticed how quickly you begin to form judgments about him just by the way he says his words? That is the way other people begin to form judgments about you when you get up to speak. You can make a good impression if you speak well. You can make a poor impression if you speak poorly. Just one thing is absolutely sure: you are going to make *some kind* of impression. *People judge you by the way you speak.* What kind of an impression would you like to make? The answer to that question would probably be unanimous. You would like to make a good impression.

You now have one minute to write a complete, correct sentence, stating the main idea contained in this last paragraph. Now check your answer. It should read something like this:

1. People judge you by the way you speak.
2. When you speak, you make some kind of impression.
3. When you speak, you should try to make a good impression.

Thus, the subject has been announced. Then the facts are listed in a sensible order to explain the main idea. Now let's listen to some of the details that tell us more about making a good impression:

The ability to speak well gives you power. You will earn the richest kind of dividend if you will take the time to absorb all the training and

¹Robert R. Aurner, *Effective Business English* (Cincinnati: South-Western, 1956), pp. 13-20, 286-291.

practice you can while you are still in school. The person who can talk well in private and in public, choosing just the right word for the situation, possesses a valuable asset that will be useful throughout life. The one who knows how to talk well wields a powerful tool for getting ahead in the world. Skill in speaking is something employers are always seeking.

Learn to talk simply and clearly. Practice using the simplest word you know to say exactly what you mean. Use the dictionary to search out the exact word to express your feelings and your ideas. Review your thoughts and have a plan before you speak. Make the words reflect your personality.

Of course, we all know the old axiom, "Actions speak louder than words," and we emphasize doing rather than talking. But an important kind of doing these days is made up of the right kind of talking.

Now let's see what we have learned today about the corethought or the main idea.

There are three simple rules to remember:

1. Choose the chief point you want to make.
What was the chief point? (Answer: Learn to speak so you will make a good impression.)
2. Stick to it! Make every sentence count.
Did the discussion stick to the point?
Were there any unnecessary sentences or words? (If time permits, there could be a playback of the recording.)
3. What does the first group of details tell us about "making a good impression?" (Answer: Why it is important to learn to speak well.)
What does the second group of details tell us? (Answer: How to improve; some desirable practices.)

Discussion:

Name two points on which you would like to begin working immediately to improve your speaking.

Sometime this week, we shall have an opportunity to put these ideas into force. Begin thinking now about your corethought or the subject of your message. Tomorrow, I will help you to develop the details and the plan for your talk. (See Guide for Presenting an Oral Report, p. 66.)

The ability to recognize the main idea as you read will help you when you outline the chapters of the text. See how quickly you can pick out the core thought of each paragraph and decide how it fits into the development of the complete plan of the chapter.

Voice development program:

1. Listen to your own voice.
2. Get the opinion of others.
3. Learn to relax.
4. Read aloud as much as possible.
5. Read and study good books on speech.

LISTENING LESSON NO. 3

DATE Ninth week TOPIC Completeness
PRINCIPAL ACTIVITY Order letter

I. Aims

A. Teacher's (desirable long-range outcomes)

1. To develop listening habits which save class time and reduce repetition of instructions
2. To instill facts needed to write a successful order letter
3. To reduce the amount of time required to impart information and to teach facts and ideas

B. Students' (immediate results)

1. To recognize the main idea
2. To grasp the details
3. To note how well facts and ideas can be used
4. To improve listening habits

II. Materials (See Suggested Schedule for Ninth Week, p. 18.)

A. Selected parts read verbatim

B. Teacher presentation or

C. Taped lecture

III. Procedure

A. Setting the stage

1. Reasons for developing good listening habits
2. Techniques of listening (no notes, no interruptions)

B. Presenting the lesson (3 to 5 minutes)

1. Read selected materials or deliver lecture.
2. Capable student reads selected or teacher-prepared materials.
3. Present recorded materials for listening. (See script, pp. 80-82.)

C. Follow-up activities (5 minutes)

1. Ask students to write a full sentence to state the core idea.
2. Have students provide supporting details.
 - a. List the details.
 - b. Answer questions of objective type (two or three items).

- (1) Read by teacher or student assistant
- (2) Played from recording
3. Ask students to apply the knowledge by writing the sentence or sentences needed to order a ski sweater.

IV. Evaluation and summary

A. Students review answers.

1. Answers are provided by teacher, student assistant, or recorder.
2. Students may exchange papers or grade own answers.
3. Students study errors, analyze why the errors were made, and, if possible, state the reasons for the errors.
4. If time permits and/or if there is general misunderstanding, the listening material should be repeated.

B. Students compare results of this lesson with those of past lessons.

SCRIPT ON "THE ART OF COMPLETENESS"

During today's listening lesson, completeness in letter writing, why it is necessary, and how it is achieved will be discussed.

Immediately following the presentation of the material on completeness, you will be asked to do these three things:

1. Write a complete, correct sentence stating the main idea contained in the discussion.
2. Answer several true and false questions.
3. Write a paragraph making use of the information.

Close your books and put down your pen or pencil. Now listen carefully to "The Art of Completeness."¹

As you doubtless know, the cost of letters, especially of business letters that are dictated and typewritten, has risen to almost unbelievable heights. As far as actual physical preparation goes, the shorter the letter, the less it costs. But never make the mistake of admiring briefness just for the sake of briefness. For if a letter is so short that it is not complete, it may cost ten or twenty times as much to correct the mistake as it would have cost to write an original letter twice as long!

Incompleteness multiplies costly and needless writing. One complete message, well planned, and carefully written, will often do everything that otherwise might require three. Quantities of perfectly needless letters are exchanged week after week because the first messages were written by persons who had only a faulty grasp of the subject or had omitted some important detail. Out of the first message that failed, a whole string of others are needed to clear up the matter.

For example, a very short letter asking someone to do some favor for you may be so short that it fails. It may not get enough ideas into the mind of your reader to bring him to the point where he is ready to do the favor you asked of him. Or a writer may answer only half your question because he reads your letter too hurriedly. Or he may fail to cover the situation because he is too brief.

¹ Robert R. Aurner, *op. cit.*, pp. 246-249.

Actions themselves may also be incomplete. Enclosures are carelessly omitted. The correspondent has to write for them. An inquiry or an agreement may be neglected for several days. Along comes a reminder—a second needless letter. The delay has cost everyone money. Had the action in each instance been completed—had the enclosure been made, the inquiry answered promptly, or the agreement fulfilled—had a well-made plan been followed, needless waste could have been avoided.

Mail-order houses and the mail-order divisions of department stores know how often customers forget to mention the number of yards, or the color, or the size, or the dimensions, or the catalog number, or some other similar important detail necessary to the filling of an order. Forgetting essential facts like these is so commonplace that stores can predict how many mail orders out of every hundred will be so incomplete as to require further correspondence. People forget the most obvious things, including the method of payment and their own address. Needless waste is the result of these oversights. Private citizens are probably much more guilty of carelessness than are business people.

Here is your secret rule to completeness: Plan what you are going to say. Say enough, but just enough. The chief art in writing is to know: (1) How much to put in. (2) What to leave out. (3) When to quit. To save time and money in letter writing, plan before you write.

You now have two minutes to write a complete, correct sentence, stating the main idea contained in the discussion.

As the following three statements are read, jot down the word "true" or "false" in answer to each one.¹

1. A total of two letters must be written to correct an error or omission.
2. More mistakes are made by business people than by private citizens.
3. Actions, as well as information, may also be incomplete.

You now have five minutes to write a paragraph in which you place an order for a ski

¹ The answers to the statements are as follows: 1. False, three letters; 2. False, more by private citizens; 3. True; examples are (a) omission of enclosures, (b) failure to answer promptly.

sweater for yourself. Try to be sure that you have supplied all the information completely so that your order could be filled promptly. Include the price and method of payment. Your teacher will time you.

Now we shall check to see how well you have listened. The main idea should contain the statement that completeness is achieved through careful planning and that economies result from completeness. Here are some suggested sentences:

1. The secret rule to completeness is to plan what you are going to say.
2. To save time and money in letter writing, make a plan before you write.
3. Careful planning achieves completeness and saves money, too.
4. Completeness saves money in letter writing, and planning is the clue to completeness.

The paragraph in which you order a ski sweater for yourself should include catalog number, size, color, and type of material (that is, wool, orlon, etc.) The price and method of payment should also be stated.

How well did you do? Do you believe that you have improved in your ability to listen since the beginning of the semester? How do you plan to make further progress in listening? (These questions may be used during a class discussion following the conclusion of the recording.)

DISCRIMINATIVE LISTENING RECORD

Enrichment Activity: As an inducement for worthwhile listening on radio or television, the teacher can list on the board each Monday several programs for the week for which students can receive extra credit.¹ Cards similar to the following can be prepared by the teacher or supplied by the student. The information could also be placed on half sheets of notebook paper:

LISTENING RECORD	
Student _____	Date _____
	Hour _____ to _____
Name of program _____	
Type of program _____	
(News, education, panel, travel, adventure, etc.)	
Reason for selection _____	
Do you plan to listen again _____ Why? _____	
How can the information gained be used in your courses in school?	

On the reverse of this card, list any new words heard during the program and state their dictionary meanings.	

(Reverse Side)	

New words:

Unusual or incorrect usage:

Additional remarks:

These reports should be collected at frequent intervals so that the student will feel that his efforts are being recognized. The teacher may check the records quickly. A cursory

¹ *Radio Television Ways to Learning* (Published monthly. Los Angeles City Schools: Division of Instructional Services).

glance will indicate whether or not the student is listening properly. The student should be encouraged to transfer the words reported to his personal vocabulary list.

Occasionally, outside listening programs should be discussed in class. This exercise will provide students with a comparison of the values gained from listening. A social value should be placed on sharing what has been heard.

As the students gain confidence in their ability to listen discriminatively, and as a change of pace, evaluation procedure should also be changed.

If the program is of the discussion type, various criteria can be selected from Guides for Effective Group Discussion, pp. 69-71. If the program is an individual performance, criteria could be selected from Suggested Evaluation Procedures for Oral Presentations, p. 68.

Two other check lists, selected from an instructional guide used in the Pasadena City Schools, might also be used:¹

CHECK QUESTIONS ON INFORMATION

1. Accuracy: Information was accurate. _____
Information was inaccurate. _____
List inaccuracies: _____
2. Adequacy: Information was adequate. _____
Information was inadequate. _____
List questions unanswered: _____

The instructor should check, if possible, to determine whether information was incorrect, to determine whether the students recognized the faulty information, and particularly to determine if inaccuracies cited by the students actually were part of the broadcast.

CHECK LIST FOR OPINION AND EVALUATION WORDS

1. I think I consider I presume
 I believe I suppose I see
 I feel I imagine I realize
 should must
2. Comparatives and superlatives (adjectives ending in "er" and "est")

Students should have in front of them a list of opinion and evaluation words as they listen to the broadcast and should write down any which they hear in each speaker's remarks.

¹Pasadena City Schools, *op. cit.*, pp. 58, 60.

PLANNING FOR INSTRUCTION IN WRITING AND READING

Written Work	93
Lesson Plan for Personal Letters	96
Fundamentals of Business Letter Writing	98
Introduction to Business Letters	99
Letter Appraisal Chart	101
Analysis of Business Letters	102
Business Letter Analysis Form	104
Sample Lesson Plan for Completing an Application Blank	106
Reading Skill	109
Book Report Form	110

WRITTEN WORK

RECOGNIZE NEED.

DIAGNOSE DIFFICULTY.

GUIDE IMPROVEMENT.

- I. Before beginning to write (Avoid errors by pre-teaching.)
 - A. Teacher and students
 1. Build background of experiences and knowledge.
 - a. Material in textbook
 - b. Discussion and questioning
 - c. Relating of experiences
 - d. Dramatization
 - e. Pictorial representation
 - f. Research (books, trips, audio-visual aids)
 2. Develop a strong, definite purpose. (Stimulate ideas.)
 3. Prepare a written plan.
 - a. Outline of ideas
 - b. Marginal notes on previous correspondence
 - (1) Encourage free expression and original ideas.
 - (2) Build confidence in value of one's own thoughts.
 - B. Objectives and goals
 1. Interesting content
 2. Clarify ideas.
 - a. Organization
 - (1) Avoid awkward expressions, repetitions.
 - (2) Avoid words that are vague, dull, and colorless.
 - b. Choice of words to convey meaning. Use vivid, exact words and phrases.
 3. Develop correctness.
 - a. Grammar
 - b. Punctuation
 - c. Letter form
 - d. Spelling
- II. Steps in writing (Start work in class; answer questions and help students as they write.)
 - A. Students write first draft.
 1. Let ideas flow freely.
 2. Organize the main ideas coherently (logical order).
 3. Decide on topic sentence and fill in the details for each paragraph.
Employ sentence variety (compound, complex, inverted, etc).

4. Use the dictionary to check the spellings of doubtful words.
 5. Avoid errors in punctuation and other mechanics.
 6. Exchange papers, analyze the writing, and discuss the errors with the writer.
 7. Recopy the entire assignment.
 - a. Use proper heading and identification.
 - b. Use ink and proper stationery.
 - c. Observe any special instructions.
 8. Reread the entire piece before submitting. Analyze carefully, using Letter Appraisal Chart.
- B. Teacher diagnoses papers.
1. Determines common needs.
 2. Selects illustrations as basis for teaching.
 3. Indicates parts of each assignment to be improved.
 4. Selects parts to be praised.
 5. Assists students with spelling, punctuation, word usage, and other aspects of assignment.
- C. Teacher conducts a lesson.
1. To improve content or expression
 - a. Use colorful words.
 - b. Include personal reactions.
 - c. Delimit topic.
 - d. Add details.
 - e. Build sentence idea.
 2. To establish a skill
 - a. Use quotation marks.
 - b. Use correct letter form.
 - c. Find own spelling errors.
- D. Students rewrite for improvement.
1. Make final draft a penmanship lesson.
 2. Correct the errors marked by the teacher.
 3. Strive for the improvements which teacher has indicated.
 4. Apply newly acquired ideas for improving content or expression.
 5. Submit corrected copy and final draft.
 6. Maintain a record of corrections to avoid repeating errors.
- E. Teacher corrects final draft and assigns mark.
1. Marks errors.
 2. Checks whether improvement has been attempted and achieved.
 3. Assigns mark.

III. Plan for Semester Evaluation

- A. **Minimum.** Require a minimum of five written assignments during the semester.
- B. **Frequency.** Mark approximately one such assignment per month.
- C. **Variety.** Include the following
 - 1. **Personal letters**
 - 2. **Business letters**
 - 3. **Quizzes on homework**

LESSON PLAN FOR PERSONAL LETTERS

Lesson Plan	Third, fourth, and fifth weeks (three days)
Objectives	To develop an understanding of the value of social correspondence To provide practice in writing of an informal, conversational type To learn about types of social stationery as distinguished from business stationery To learn how to handle properly the parts of a personal letter and its envelope
Transition	First day: Before assigning text reading for homework - Discuss the types of letters which high school students may have occasion to write. - Discuss the kinds of letters students must enjoy receiving to provide some basis for judging a good letter. - Discuss the types of letter paper most acceptable. Ask students to bring samples to class. Second day: Before the writing of the first draft - Review the text material. - Ask students to illustrate on the board samples of headings, salutations, closings, and addresses to appear on envelope. Third day: Before the final copy is prepared in ink, read samples of the best letters written by class members.
Materials	Assignment of text material for homework: Use social stationery or $8\frac{1}{2}$" x 11" white bond cut in half ($8\frac{1}{2}$" x $5\frac{1}{2}$"). Fold these half sheets in half, resulting in a $4\frac{1}{4}$" x $5\frac{1}{2}$" fold. Use the $8\frac{1}{2}$" x $5\frac{1}{2}$" sheet unfolded. Cut "play" envelopes of this same size.
Approximate Time	
First Day	Use the last 20 minutes of the period to develop a background for the writing of social letters. Begin study of text material. Assign the reading and outlining for homework.
Second Day	Review text assignment. Ask students to write samples of headings, salutations, closings, and addresses on the board. Students begin to write the first draft on practice paper. At the top of the paper, the following information should be provided: - Type of personal letter; reason for writing. - Person to whom writing and relationship.

Teacher moves about the room, answering questions and offering suggestions. Students submit first draft at end of period.

Teacher reads letter for content, checks errors.

Third Day Read samples of exemplary letters to class. Then return papers and distribute paper and envelopes. Students prepare final copies in ink, following style discussed in the text, or using the folded note style. Students address envelopes. Each student checks the letter of another student.

Evaluation Teacher checks for mailability. Letters not mailable are returned for rewriting.

FUNDAMENTALS OF BUSINESS LETTER WRITING

A. Teaching suggestions

1. Permit students to mail every letter, if possible. They should write to actual persons or organizations. Let the student choose his own subject.
2. Use mail-order catalog as a supplementary book. It is helpful as a reference in preparation of letters involving orders for goods, adjustments, and collections. It is also a useful reference for prices and descriptions of goods.
3. Read as many letters to the class as you can, including those which are average. Explain beforehand that many letters will be read. This is excellent motivation.
4. Treat every student as an author, worthy of respect. Try to teach by inspiration, remembering that adverse criticism withers creative effort in the beginner as nothing else can. Even if the letter has many defects, find something to praise. Tell the author something pleasant about his letter even if you have to stretch your imagination. He will not mind doing it over as many times as necessary if he is praised for each effort.
5. If possible, arrange for students to type all letters, especially the final copies. It may be possible to borrow a typing room occasionally for this purpose. Schedule the class in a typing room when it is not in use.
6. Insist that all letters with major errors be rewritten.
7. Set the standards as high as possible. With proper inspiration, students may surprise you with the quality of their work.
8. Ask students to study and analyze the sample letters in the text. Call attention to letterheads and mechanical setup.

B. Points to stress

1. Letters bring the things you want. Write them for this purpose.
2. Letters frequently reach places where you yourself cannot gain entrance.
3. Letters reflect your personality. Make them attractive.
4. Write from the other person's point of view.
5. Avoid misspelled words. They cause a letter to fail in its mission, particularly if it is an application letter.
6. Write letters as you would talk to the person face to face. Make your letters a form of real self-expression.

INTRODUCTION TO BUSINESS LETTERS

Principles of Business Letter Writing

A. Problems

1. Content

- a. Subject matter
- b. Method of handling

2. Presentation

- a. Language
- b. Style
- c. Organization
- d. Appearance

3. Attitude

Spirit reflected in the letter which makes it a friendly, personal message

B. Presentation

1. Plan

- a. If preparing a reply, read letter carefully and note matters that require attention.
- b. Determine what points are to be discussed. (If a reply, determine topics to be presented.)
- c. See that only appropriate points are included.
- d. Outline the steps briefly.

2. Orderly sequence

- a. Begin with a statement that will interest the reader.
- b. Organize logically related material in a single paragraph.
- c. Arrange topics so that the thoughts proceed logically from one to another.
- d. Prepare an ending which provides reader with a sense of completeness and a pleasant feeling regarding the message.

3. Favorable first impression

- a. Good quality of paper
- b. Clean-cut and distinct typing
- c. Simple letterhead in good taste
- d. Color harmony in the letterhead
- e. Ample margins. Do not crowd letter.

4. Easy to read

- a. Clarity in content and arrangement (Write so that the reader can understand your message the first time.)
- b. Direct and simple (Use simple words.)
- c. Concise (Convey message as briefly as possible, consistent with effectiveness.)
 - 1. Avoid long sentences.
 - 2. Use a phrase instead of a clause, and one word instead of a phrase when practical.
- d. Specific
- e. Short paragraphs
Do not use long paragraphs because they are difficult to read. The topics do not stand out distinctly.
- f. Short sentences
- g. Naturalness
Use a natural tone; talk to reader informally.
Avoid use of casual and inaccurate information.
- h. Avoidance of stereotyped phrases
- i. Individuality. Make the writing distinctive.

C. Attitude

- 1. Write from the reader's angle or point of view. Use "I" and "we" when appropriate.
- 2. Discuss the pleasant rather than the unpleasant; what can be done instead of what cannot be done; advantages, not disadvantages.
- 3. Be courteous.
 - a. Demonstrate consideration for the reader and willingness to recognize his rights.
 - b. Express friendliness and the desire to be helpful.
 - c. Be sincere. Avoid flattery.
 - d. Use tact and diplomacy; say the right thing in the right way at the right time.
 - e. Be personal and friendly in tone.

LETTER APPRAISAL CHART

Use this chart to check the effectiveness of your letter.

Rate your letter as good, fair, or poor on each item.

	GOOD	FAIR	POOR
I. General appearance			
A. Is the letter well placed on the page?			
B. Are the spacings between parts correct?			
C. Is the mixed or open punctuation system used consistently?			
D. Is the style of the letter acceptable?			
II. Heading			
Is the order of information correct?			
1. Street and number			
2. City, state, and zip code number			
3. Date			
III. Address			
A. Has proper form been used for address of person or firm?			
B. Has correct title been used if you are addressing a person?			
C. Is the street address correct?			
D. Are the city, state, and zip code number shown properly?			
IV. Salutation			
Is the salutation consistent with that of the firm or person mentioned in the first line of the inside address?			
V. Content			
A. Is there a good choice of words?			
B. Is the punctuation correct?			
C. Is the sentence structure correct?			
D. Are any trite phrases used?			
E. Is the tone of the letter courteous and tactful?			
F. Is a conversational, personal tone used? Does it have the "you" attitude?			
G. Is the letter coherent? Does it proceed from paragraph to paragraph in a logical manner?			
H. Could the letter be easily answered?			
VI. Complimentary close and signature			
A. Is the capitalization in the complimentary close correct?			
B. Is the firm's name typed correctly?			
C. Is the individual's name typed correctly?			
D. Is the individual's title typed correctly?			
E. Is the notation for the enclosure made?			
F. Are any other special notation lines required?			

ANALYSIS OF BUSINESS LETTERS

Purpose:

1. To introduce the business letter
2. To provide an overview of the subject
3. To consider particularly preparation of the sales letter (The sales letter is not included in the Suggested Schedule for the semester.)

Suggestions:

1. Do not try to cover all points at the same time. It is better to review only half the letters in one period and cover them adequately.
2. Collect in advance sufficient samples of actual business letters for each student in the class. Encourage student contributions.
3. Note that unusual letters are most suitable for this project. For example, those containing attached pennies or stamps, or reminders, such as a piece of string; or those which have unusual and catchy formats, letterheads of outstanding and eye-catching quality (gold backgrounds, etc.), premiums, or other devices

Procedures:

1. Ask a student to place a number on each letter in the space provided at the top of the sheet. By doing this, comparisons can be made by students using the same letter. The fact that each letter is numbered allow them to be exchanged freely. A numbered letter can be easily matched with the number on the analysis sheet if the two become separated.
2. When discussing items on the analysis sheet with the class, display a sample letter of your own to illustrate various points.
3. Note that:
 - a. Items 1, 2, 3, 4, 5, 7, and 12 in the analysis form need very little explanation by the instructor.
 - b. Item 8 does not require knowledge of the chapter on tone in the textbook. Summarize topic briefly.
 - c. Items 9, 10, and 11 require some discussion. Students like to read aloud specific examples. They also enjoy discussing the "whys" of the various appeals.

- d. Items 13 and 14 are homework assignments. Modify the number of words required to suit needs of class.

Values:

1. Students receive a complete overview of the subject. As various aspects of letter writing are studied later, students will remark from time to time that they remember what was said in this introductory lesson.
2. Students usually enjoy looking for the various features stressed and discussed. The assignment is not difficult. However, items 13 and 14 are thought questions.
3. The analysis is easy to correct, with the exception of items 13 and 14.
4. The exercise can be used for class and/or homework assignments.

BUSINESS LETTER ANALYSIS FORM

STUDENT'S NAME _____ NO. OF LETTER _____

1. Name of company sending the letter (See letterhead.): _____

2. Type of letterhead:
Sales _____ Executive _____ Other (explain) _____

3. Format of letter:
Paper: Bond _____ Inferior _____
Address: Typed _____ Missing _____ On enclosure _____ Other _____
Writing: Duplicated _____ Typed _____ Printed _____ Engraved _____ Other _____
Ink: Black _____ Colored _____ List colors _____
Size: 8½" x 11" _____ 8½" x 5½" _____ Other _____

4. Style:
Punctuation: Open _____ Closed _____ Mixed _____
Paragraphing: Indented 5 _____ Indented 10 _____ Blocked _____
White space or background: Large border around letter _____
Small border around letter _____ Practically all space used _____

5. Attention getters (outstanding features):
Pictures _____ Ink _____ Two colors _____ Paragraph headings _____
Pennies attached _____ Stamps _____
Other (explain) _____

6. Type of language used:
Old-fashioned phrases or style _____ Provide one example _____
Cheerful: Yes _____ No _____ Modern: Yes _____ No _____
Threatening: Yes _____ No _____ "You" attitude: Yes _____ No _____
"I," "me," or "we" attitude: Provide example _____
Other _____

7. Introductory sentence:
Question: Did you know _____ If _____ What _____ Have you _____
Statement: You _____ "Extra" _____ Anecdote _____ Command _____
Reference to current event _____ Other (explain) _____

8. Tone of letter:
Positive _____ Negative _____ Cheerful _____

Appeals stressed:

Comfort _____ Safety _____ Convenience _____ Getting approval of others _____
_____ Scarcity _____ Desire to be well versed _____ Security _____
_____ Fear _____ Well dressed _____ Appear attractive _____
Pleasure _____ Hobby _____ Thrift _____ Appetite _____ Other _____

9. Type of appeal used (To whom is appeal made?):

Women _____ Teachers _____ Parents _____ Businessmen _____ Men _____
Families _____ Mothers _____ Students _____ Other _____

10. How convincing?

What devices are used? _____
Testimonials _____ Suggests the use of tests _____
Samples offered _____ Enclosures _____ Examination _____ Refund _____
Guarantee _____ Discount _____ Pay later _____ Other _____

11. Clincher (inducing action):

Does the letter make it easy for the reader to act? Yes _____ No _____
Specific directions to follow: Yes _____ No _____
Business reply card _____ Envelope _____ Order blank _____
Other (explain) _____

12. If this is a sales letter, what is it advertising?

Magazine _____ Insurance _____ Jewelry _____ Savings & loan assn. _____
_____ Finance company _____ Appliances _____ Books _____ Clothes _____
Furs _____ Bank _____ Schools _____ Courses _____
Other (explain) _____

13. Write opening sentence here _____

Do you consider this a good sentence? Did it attract your curiosity so that you wanted to continue reading the remainder of the letter? Explain on another sheet of paper, writing your name at the top.

14. On another sheet of paper, explain why you believe the letter is good or poor. Why did you like or dislike it? Do not use more than 100 words to state your opinion.

SAMPLE LESSON PLAN FOR COMPLETING AN APPLICATION BLANK¹

Objectives:

DATE Sixteenth week

1. Stress importance of writing proper information in each blank or writing the word "none" when the question does not apply.
2. Emphasize neatness and accuracy. The applicant will be judged by the appearance of the application form as well as by the information it contains.
3. Review orally with the students the entire form before they begin to write. Emphasize this procedure as a precautionary measure before filling out any form.
4. Require the use of ink or typewriter, although lightly penciled notes may serve temporarily.
5. Explain that the required information must be written or typed neatly and legibly in the spaces provided.
6. Stress that all employment experience is valuable, even babysitting.

Activities:

1. Teacher stresses need for completeness, neatness, and accuracy.
2. Teacher reviews information to be recorded and suggests proper entries before students start to write.
3. Students make pencil notes on the form or on scratch paper.
4. Students check names and addresses against directory before entering them on the form.

Assignment:

Complete the form, using ink or typewriter. Check all names and addresses for 100 per cent accuracy.

Evaluation:

Appraise neatness and completeness

¹ Teacher may duplicate the Los Angeles City Schools' employment application form (abridged) shown on following page.

Turn this form and print your name along the side.

**LOS ANGELES CITY SCHOOLS
CLASSIFIED SELECTION DEPARTMENT**

Application for _____
(Exact title of position)

How to Apply:

- A. Make sure the exact title of the position is shown on the line above.
- B. Fill out both sides of this form, either typing or writing clearly in ink.
- C. Mail or bring this completed form to:

Classified Selection Department
Room P-138
450 North Grand Avenue
Los Angeles, California 90012

- D. For further information call MADison 5-8921, Ext. 263

1. Miss _____
Mr. _____
Mrs. _____

Sign your name here

Your signature affirms that
all the information you give
on this application is true to
the best of your knowledge.

2. Address: Number Street City State Zip code no.

3.

Age	Height	Weight	Birth month	Day	Year	Home Tel. No.
-----	--------	--------	-------------	-----	------	---------------

4. Have you ever been arrested, or accused of breaking a law, or taken to a police station for investigation, or fingerprinted because of suspicion, in any place, at any time in your life (excepting only very minor traffic violations)? If "yes," it is your responsibility to ask for and fill out a Report of Arrest form. Yes _____
No _____

5. EDUCATION: Circle highest year completed 1 2 3 4 5 6 7 8 9 10 11 12
Did you receive a high school diploma? Yes _____ No _____

List your business, trade, college, university, armed forces, correspondence, or other courses below.

Name and Location	From Year	To Year	Full Time	Part Time	Major subj. or course of study	Total hours, or credits

Print your name here:
Last

First

Middle

(Maiden)

6. Are you now or have you ever been employed by the Los Angeles City Schools or Board of Education? Yes _____ No _____

Month	Year	Your name while employed if different from above	Your position:
From			
To			School or section

7. Are you available for temporary work before this examination is completed?
8. EXPERIENCE: List your positions in order, starting with your present or most recent position. Be sure to include all related experience. If you need more space, use another sheet of paper and continue the same way.

Title of your present or most recent position		Starting and ending salary:		Name and address of organization
From	month year	To	month year	
Duties performed		Total time	Hrs. per wk.	Name and position of immediate supervisor:
				Name and position of next highest supervisor:
				May we contact your present employer Yes No
				Reason for leaving
Title of position you held before one above		Starting salary Ending salary		Name and address of organization
From	month year	To	month year	
		Total time	Hrs. per wk.	Name and position of immediate supervisor
				Name and position of next highest supervisor
				Reason for leaving
Title of position you held before one above		Starting salary Ending salary		Name and address of organization
From	month year	To	month year	
		Total time	Hrs. per wk.	Name and position of immediate supervisor
				Name and position of next highest supervisor
				Reason for leaving

READING SKILL

Reading implies the visual ability to receive communication and to apply the knowledge gained. It cannot be assumed that every student in the business curriculum has acquired adequate ability to read. Improving of this skill must be emphasized, and the student be urged to increase his speed and comprehension. He should also be encouraged to widen his reading interest both for information and for pleasure.

To help the student improve his reading skill and to encourage wide reading, the teacher should:

1. Acquaint the student with a wide variety of reading materials which will help him grow in ability and zeal.
2. Locate strengths and weaknesses of students by providing some opportunity for checking reading rate and comprehension.
3. Furnish students with specialized means of word study which take into account roots and prefixes and suffixes, and which build a basic vocabulary and review the use of the dictionary.
4. Inspire students to read supplementary materials that pertain to vocations, but which also help them gain insight into universal human endeavors and problems.
5. Assist students to learn how to evaluate library materials, both as to form and content.
6. Acquaint students with the assistance that can be gained from reference materials.
7. Demonstrate the use of table of contents, index, glossary, and footnotes and acquaint students with the purposes that they serve.
8. Encourage students to increase their vocabulary through attention to context of reading.
9. Help students realize that increased proficiency in reading is essential to efficient study habits.
10. Require students to look for main ideas in paragraphs and to look for relationship between main and subordinate ideas.
11. Encourage students to read with an awareness of the author's purpose, the validity of his statements, and the clarity and interest of his style.
12. Train students to read their own writing with equal skill, to recognize their own errors, improve the structure and mechanics.

BOOK REPORT FORM

GENERAL INSTRUCTIONS

Name _____

Date _____

Book Report No. _____

I. General information

- | | |
|------------------------------|------------------------------|
| A. Title _____ | D. Library number _____ |
| B. Author _____ | E. Publisher _____ |
| C. Type of book: Non-fiction | F. Date of publication _____ |
| 1. Personality | G. Number of pages _____ |
| 2. Career | |
| 3. Travel | |
| 4. Biography | |

II. Analysis

- A. What is the theme or central idea of the book? (Explain in a sentence or a short paragraph.)
- B. What is the author's purpose in writing the book? (To amuse, to inform, to change an attitude, to solve a problem, etc.)

III. Most important ideas

- A. Use complete sentences or paragraphs to describe the author's ten most important ideas. (Do not copy chapter headings or author's words.) Each sentence or paragraph must provide useful information.
- B. Look up doubtful spellings of words. Don't guess!
- C. Use correct punctuation and sentence structure.
- D. Number each idea from 1 to 10.

IV. Your opinion

- A. Do you or do you not recommend this book for others to read? Why?
- B. Explain briefly why the book was or was not helpful and how you might use the information in the future.

PLANNING FOR INSTRUCTION IN GRAMMAR, PUNCTUATION, SPELLING, AND WORD USAGE

The Teaching of Usage in Senior High School	113
Overcoming Persistent Errors	114
Planning for Remedial Drill Work	115
Integration of Remedial Work	117
Error Code	118
Corrective Practice Chart	119
Lesson Plan on Use of Complete and Incomplete Sentences	120
Lesson Plan for Reviewing Parts of Speech	122
What to Do About Pronouns	123
Spelling	125
Sample Lesson Plan for Teaching Correct Spelling	127
How to Use the Dictionary	128
Syllabication	130

THE TEACHING OF ENGLISH USAGE IN SENIOR HIGH SCHOOL

In expressing his views on the teaching of usage, Pooley declares:

In senior high school the teaching of usage is a two-fold responsibility. One part is remedial, the correction of errors that persist from earlier years, and the correction of new errors which arise from increased use of language at a higher level. The other part is constructive, the teaching of effective patterns of speech for wider needs, and the refinement of word choice to increase the interest and effectiveness of expression. Because the remedial aspect is the more apparent need and is in nature more concrete, it tends to supplant or overshadow the constructive responsibility.

In this constructive program of language development, correctness plays an essential but subordinate part. Every language exercise, oral and written, should have an intrinsic purpose of its own, a purpose recognized by the pupil and ideally one which challenges him to do his best. Good usage and the correction of error should be seen as contributory to the accomplishment of the purpose of the exercise, not ends in themselves. Indeed, the best instruction in correctness at the high-school level is that which arises naturally from the needs of the pupils as they strive to accomplish effective expression for a definite purpose. Such instruction makes sense and finds immediate application in the task at hand.

Since the pupils are immature, careless, and imitative of the language they hear, their papers will have errors of sentence structure, of grammar, of idiom and usage, of mechanics of writing, and of spelling. There are deficiencies in the use of language as the medium of communication which can and must be corrected. The remedial procedures are discussed elsewhere. But in creative teaching the emphasis must be on the communication and not on the errors. When the pupil has something to say, when he wants to say it as well as he can, and when he appreciates the applause and criticism of his fellows and of his teacher, the correction of errors as impediments to the success of his project makes sense and enlists his personal desire for improvement. On the other hand, decades of experience have proved that the correction of errors as errors, and drill on corrective measures in isolation from the need to communicate, results in discouraging returns from the time and effort expended. It cannot be claimed that attention to communication will eliminate errors. It is possible, however, staunchly to defend the position that emphasis on communication will subordinate the correction of errors to an element of the total success and that this emphasis will provide a genuine motivation toward accuracy and exactness never aroused by red ink, failing grades, or isolated usage drills.¹

¹Robert C. Pooley, *Teaching English Usage*. The National Council of Teachers of English, English Monograph No. 16. (New York: Appleton-Century-Crofts, 1946). pp. 214-240.

OVERCOMING PERSISTENT ERRORS

Why do pupils consistently make errors when it would seem no more difficult for them to express themselves correctly?

Pooley observes that:

It is not uncommon for errors of usage on the senior high-school level particularly those errors which persist in spite of repeated corrective drill, to be ascribed to 'carelessness.' To dismiss pupils' errors as careless may relieve the feeling of the teacher, who in this way shifts the responsibility to the pupils, but to use the term does not explain why pupils go so persistently wrong. . .¹

Pooley further states that there are two reasons why these errors persist. Those that involve punctuation, capitalization, spacing, and indentions may justly be termed a result of "carelessness." But a clear distinction should be made between errors of mechanical accuracy and errors of word-choice, grammatical unity, modes of expression, and construction of sentences and phrases.

Errors of the latter class, Pooley continues, almost always reflect language habits formed before school years which have been strengthened by constant repetition in the home environment.

To overcome the forces of environment, Pooley advised the creation of these desirable attitudes rather than emphasis upon the intensity of drill alone:

1. Create a willingness on the part of the student to
 - a. Recognize that some of his usage habits are undesirable.
 - b. Consent to a voluntary program of self-improvement.
2. Challenge the group to
 - a. Want to improve word usage.
 - b. Set standards for the group.
 - c. Help others attain the established goals.

With these ideas in mind, it would seem advisable for the teacher to plan carefully for the introduction of drill work.

¹*Ibid.*, pp. 226-227.

PLANNING FOR REMEDIAL DRILL WORK

As students perform orally or in writing, the need for remedial work is only too apparent. And because this need is so glaringly noticeable, it often seems that further writing and speaking should be postponed until the students build a stronger foundation in the basic elements of expression.

However, the teacher must reflect for a moment and realize that these fundamentals have been presented to these students since grade five—or before. The subject matter is not new to them, but a fresh approach is needed to capture their attention and interest.

Grammar, to be functional, should be studied in relation to language usage—both oral and written. Drill in formal grammar will be of little value unless the grammatical principles studied are understood in relationship to the development of clear and varied sentence structure in speaking and writing. Remember that short, frequent drills are of greater value than long, infrequent sessions.

Although correct usage in oral and written expression is the ultimate goal, practice and drill are important and necessary. How, then, can drill be most effectively utilized? The following outline of procedure will be helpful as a guide:

- I. Before you introduce drill, enlist the students' cooperation.
 - A. Explain that the ability to write and say things correctly will open many doors in the business world.
 - B. Point out that good English usage increases desirable social relationships.
 - C. Demonstrate how poor construction handicaps a person throughout his entire life.
 - D. Emphasize that the realization of the need for improvement is the first step forward.
 - E. Discuss how the desire to develop a firm grasp of the principles and to help others in the class to do the same will be a rewarding experience.
- II. Observe these steps in drill procedures.
 - A. Present students with an overview of the basic principles of grammar and punctuation.
 - B. Plan remedial practice to focus attention quickly and to effect understanding.
 - C. Give repeated attention to persistent errors.
- III. Incorporate the drill work into other oral and written work.
 - A. Use the diagnostic test results as the basic guide for planning.
 1. Review briefly areas in which the group as a whole is proficient.
 2. Plan remedial work to correct the most prevalent errors of the group.
 3. Encourage students to expend extra effort to correct individual weaknesses.

- B. Use the errors on written work as a basis for reteaching.
- C. Require careful observance of English rules in all oral work.

IV. Relate the drill work to the problem at hand.

- A. As a new principle is introduced
 - 1. Present it in as few sentences or examples as possible.
 - 2. Provide immediate opportunity to apply the principle.
 - 3. Test or check for understanding.
 - 4. Proceed with drill if test results so indicate.
- B. As errors or misunderstanding become apparent through oral or written performance
 - 1. Reteach principles where weaknesses persist.
 - 2. Provide an error chart for students to use in gauging own progress and to correct own weaknesses. (See p. 119.)

INTEGRATION OF REMEDIAL WORK

Nearly all remedial work in usage at the high school level is of an individual character. Therefore, corrective instruction should be individualized as much as possible.

One technique is to instruct each student to keep a check list of errors and to record the corrections from each written assignment. Corrective exercises to eliminate errors that persist can then be studied by individual students. Exercise can be selected from supplementary texts, or separate practice sheets can be made available for correction of persistent types of usage errors. These can be kept in a file accessible to the students, and selections can be made from the file to fit students' individual needs.

On the following pages are shown:

1. An error code for designation of each type of common error
2. A corrective practice chart for use in recording persistent errors and for notations concerning the practice undertaken to correct errors (See p. 119.)

Each student could be provided with copies of both pages. He should be held responsible for doing the remedial practice on his own. However, he should submit the record sheet occasionally for the teacher's inspection.

ERROR CODE

MEANING	CODE	CORRECTION
1. Abbreviation used improperly	ab	Study related pages and correct the error.
2. Awkwardly worded	awk	Use dictionary, study, and rewrite.
3. Capitalization error	cap	Write word correctly after checking accuracy.
4. Clarity lacking	cl	Rewrite to make meaning perfectly clear.
5. Figure used incorrectly	fig	Study related pages and correct error.
6. Format or letter form not observed	fm	Study related pages and correct.
7. Grammatical error	gr	Rewrite the sentence and underline the correction.
8. Incomplete sentence	inc	Rewrite entire sentence to correct the error.
9. Omission	∧	Use dictionary to find correct word. Insert.
10. Plural	p!	Write word correctly.
11. Punctuation error	punc	Study rules. Write a similar sentence. Correct error.
12. Paragraph or no paragraph	¶ no¶	Study rules. Rewrite the paragraph or paragraphs.
13. Spelling	sp	Check correct spelling in dictionary. Rewrite.
14. Syllabication	syl	Check correct syllables in dictionary. Rewrite.
15. Word choice poor	wd	Use dictionary or thesaurus.

Other (Miscellaneous)

Students should memorize the code symbols to save time in recognizing and correcting the errors.

The teacher should be consistent in the use of the symbols to save time both for himself and for the student. It is suggested that the teacher prepare a series of tests on usage which the students can administer to each other and can use to check their own improvement.

CORRECTIVE PRACTICE CHART

Student _____

PERSISTENT ERRORS

CORRECTIVE PRACTICE

Type of Error (See error code.)	Date	Page	Date	Page	Date	Page	Date	Page	Date	Page	Date	Page	Date	Page	Date	Page	Date	Page	Date	Page	Assignment in Which Error Occurred	Source of Practice Material
1. ab																						
2. awk																						
3. cap																						
4. cl																						
5. fig																						
6. fm																						
7. gr																						
8. inc																						
9. ^																						
10. pl																						
11. punc																						
12. H																						
13. sp																						
14. syl																						
15. wd																						
Other																						
Date																						

LESSON PLAN ON USE OF COMPLETE AND INCOMPLETE SENTENCES

Purpose: To learn to write a complete sentence and to be able to distinguish a complete sentence from an incomplete sentence or a sentence fragment

Time: One period (during second week)

Motivation: When you write, it is important that the reader interpret your message correctly.

Your message must be clear if it is to get across to the reader.

Persons who write incomplete sentences are confused.

Don't leave your readers in the middle of the ocean where they will be left to drown or to struggle for themselves.

Don't let your readers "off" in the middle of a sentence!

Definitions: A sentence is complete when it (1) has a subject; (2) has a predicate; and (3) expresses a complete thought. The subject is what the sentence is talking about. The predicate tells us something about the subject.

Explanations: Examples of groups of words without a subject and a predicate

1. *in the cafeteria.* What's happening in the cafeteria? To whom is it happening? Who is making it happen? Why are you in the dark? Now let's add a subject and a predicate! "We ate lunch in the cafeteria."
2. *the boy in the first row.* We know the subject here, but we don't know what he is doing or what is happening to him. Let's add a predicate! "The boy in the first row smiled at me."
3. *Mary raised.* This has a subject and a verb, but it is not a complete thought. Let's complete the thought! "Mary raised her hand."

Learning Activities:

A. Put the following phrases into different kinds of complete sentences:

1. the boy's father
2. while going downtown
3. without any reason for his strange behavior

4. the treasurer of the club
5. and then planted the seeds
6. before you leave

B. Rewrite each of the following word groups. Correct the punctuation or supply words to complete the thought.

1. The teacher waited for silence. And then began to speak.
2. The student being disappointed at having no new dress to wear for graduation.
3. To hear that you have been in a play.
4. I was happy. Knowing he knew I was available.
5. Show us your new car. The red one.
6. The boy walked to the stage. And there stood tongue-tied.
7. Hundreds stood in line. Waiting for tickets.

C. In the following, place a C on the line before each complete sentence. Place an I on the line before each incomplete sentence.

- ___ 1. In the morning.
- ___ 2. Hoping to hear from you.
- ___ 3. Send me a book.
- ___ 4. Since yesterday.
- ___ 5. While you were away.
- ___ 6. Because it's raining.
- ___ 7. When I see you, I'll tell you about it.
- ___ 8. By the way.
- ___ 9. Into the room.
- ___ 10. When it's spring time in the Rockies.
- ___ 11. Stop.
- ___ 12. By the sea.
- ___ 13. Since it's so late.
- ___ 14. Come immediately.
- ___ 15. Where were you?
- ___ 16. I went into the barn.
- ___ 17. Beside the river.
- ___ 18. The girl was hiding in the closet.
- ___ 19. While I was talking to mother.
- ___ 20. For me and my gal.
- ___ 21. On the desk.
- ___ 22. Wait!
- ___ 23. When I go to the library.
- ___ 24. I'll be home tonight
- ___ 25. He's sure to win.

LESSON PLAN FOR REVIEWING PARTS OF SPEECH (Weeks 3 and 4)

- Goals:** Effective and proper use of nouns, verbs, adjectives and adverbs
- Transition:** We have been talking about complete sentences and have learned that every complete idea must have a subject—that which is being discussed—and a predicate, or action words that tell what the subject is doing or what is happening to it. We noticed that there are words which describe or modify the subject. These are called adjectives. The predicate also has words which tell us more about the action or state of being. These are called adverbs.
- Procedure:** Display a large picture so that its details are visible from all parts of the room. Or select a picture from the text.
- Place on the board or have duplicated the following chart:¹

Name _____			
Date _____			
(Title of Picture)			
Names of things (nouns)	Action words (verbs)	Words which describe nouns (adjectives)	How? When? Where? (adverbs)

- Mechanics:** Ask the students to enter several words in each column. Set a time limit and determine who can record the greatest number of appropriate words from each column. Students should work on one column at a time. Read aloud several of the longer lists.
- Use these words in correct, complete sentences as a follow-up exercise. Post the best efforts. Ask students to bring "action" pictures to class for an exercise, or assign such an exercise for homework.
- Evaluation:** When the best lists are read aloud, the other should be checked, either by the writer or by a classmate. Ask students to submit lists for inspection only.

¹ *Guide for Teaching Remedial English in Junior High School, Pasadena City Schools op. cit., p. 23.*

WHAT TO DO ABOUT PRONOUNS

Since the use of pronouns presents particular problems in usage, some special help needs to be provided for the high school student.

Pooley believes that successful teaching of usage depends upon limiting the items of instruction at each level to those of greatest need. He has selected the following pronoun errors as those requiring special attention at the high school level:¹

"I. Case forms

- A. It was her, him, them. (The only exceptions which usage makes to the pattern of the nominative following the verb *to be* are "It is me" and the less frequent "It is us.")
- B. I am as tall as him, her, or taller than him, her.
- C. Did you see John and I?
- D. Give the book to John or I.
- E. Let him and I go.
- F. Everyone came but she and John: or, John and I.
- G. Us fellows went early.
- H. The candy was meant for we girls.

"II. Agreement with antecedent

- A. Everybody brought their friends.
- B. Has everyone their hats?
- C. Everyone helped themselves
- D. He is the one which did it.

"Items in this outline should receive major emphasis in any practice exercises. Items not in this outline may be disregarded or passed over lightly."

There are some authorities who feel that very little attention should be given to "who" and "whom." Some believe that "who" can always be used despite the fact that it is not always grammatically correct. Be that as it may, the business English teacher will usually find that he needs to review the correct use of these pronouns. An interesting method is suggested by Greta L. Larson:²

The poor understanding of the 'who-and-whom' situation is universal among adults as well as adolescents. To aid in arriving at a correct solution, I believe it is advisable to teach this, too, according to a pattern. In research of my

¹ Pooley, *op cit.*, pp. 217-19.

² Greta L. Larson, "Business English Can Be Fun," *Balance Sheet* (January, 1951), p. 200.

own, I have found that 'who and whom' can be correctly placed in 95 per cent of possible situation by using this formula: (1.) Change questions to statements. (2.) Cut out interpolated clauses (a complete subject and predicate that is not a part of the main clause, such as 'Who/did you say/is coming?')

After completing the first two steps, continue in this manner:
 A blank before a verb—. Fill in with 'who' (subject). Example: 'Who is to be elected?'
 A blank before a noun or a pronoun—. Fill in with 'whom.' Example: 'Whom they have chosen remains a secret.'

It is sometimes helpful for students to note all of the pronouns in relation to each other. Copies of a chart, such as the one shown below, can be distributed to students to be kept in their notebooks for convenient reference.

PRONOUN CHART

Person	NOMINATIVE		OBJECTIVE		POSSESSIVE	
	Singular	Plural	Singular	Plural	Singular	Plural
1st	I	we	me	us	my, mine	our, ours
2nd	you	you	you	you	your, yours	your, yours
3rd	it, he, she	they	it, him her	them	its, his her, hers	their, theirs

Relative pronoun:

who whom whose

Used as:

- | | | |
|--|---|-------------------------------------|
| 1. Subject | 1. Object of Verb | 1. To show possession (adjective) |
| 2. Predicate pronoun (after is, am, are, be, was, were, has been, have been, had been) | 2. Indirect object (preposition understood) | 2. To modify a gerund ("ing" words) |
| | 3. Object of preposition | |

SPELLING

Each teacher should familiarize himself with the 1952 *Instructional Guide for Teaching Spelling in Junior and Senior High School*. The guide will be on file in the school library and in the English Department office. (Read pages 4 and 5 carefully.)

By the time each student reaches the eleventh grade, he should have developed a plan for studying spelling. In a class discussion, ask several students to explain their successful plans. From this discussion, the teacher and the students can decide which plan they wish to adopt as individuals or as a group.

Spelling must always be related to writing, and words selected for spelling and word usage drill must be closely related to the current class activity. Words misspelled in students' written work should also be included in the spelling drills. Spelling words presented orally in class are of doubtful value.

The teacher should insist that students use the dictionary to check the spelling of doubtful words encountered in the preparation of written work. Students should be required to look up the correct spelling of a misspelled word and to rewrite the assignment in which it appeared.

An experimental leaflet entitled, *Suggestions for Teaching Spelling*, prepared by the Curriculum Division in 1947, summarizes an effective method as follows:

Spelling words correctly involves *seeing, saying, hearing, thinking, memorizing, recalling, writing*. These steps suggest a good way to study each word:

SEE: Look at it carefully. Special emphasis should be placed on the visual perception of a word.

HEAR: Pronounce it according to syllables.

SAY: Give close attention to difficult parts of the word, such as number of syllables, correct pronunciation, double letters, number of letters the word contains, the vowels in each syllable, any unusual or odd syllables, silent letters, double vowels, parts spelled unlike their sound, any special peculiarity of the whole word, difficult letter combinations. *Attempt to visualize the word.*

WRITE: Write it from memory.

CHECK: Check the accuracy.

USE: Use the word in writing.

Use spelling rules judiciously. Intelligent pupils can learn and apply them readily. Less able pupils, lacking the ability to generalize, need attention to letters and to syllable structure.

The following rules are useful to junior and senior high school pupils:

1. Doubling the final consonant
2. Dropping final, silent e
3. Changing y to i
4. Using ie or ei

Work out a spelling schedule for the week. Here are two sample schedules:

Monday: 10 minutes on each of three days	Students copy 25 spelling words from the chalkboard or from a list. Teacher pronounces each word: students repeat. Teacher spells each word; students check to see that they have copied it correctly. Teacher discusses meaning of each word.
Wednesday:	Teacher repeats words, using each word in a sentence. Students write the words, exchange papers, and correct errors. Teacher collects perfect papers and rechecks for 100% accuracy. Students who missed words write each misspelled word three times, using the "see, hear, say, write, check, use" system for study. This remedial work is written on the paper on which the test was taken. The paper is submitted to show that the procedure was actually followed.
Friday:	Teacher repeats words, using each word in a sentence. The more capable students could also perform this step. (Students with perfect papers on Wednesday do not retake test.) Teacher grades papers or assigns them to a spelling chairman—selected from the group who had perfect scores Wednesday—to be corrected.
Daily: (5 minutes each day)	Teacher places five words on the board each day. Students copy as the first activity of the period. Teacher pronounces each word; students repeat. Teacher spells each word; students check to see that they have copied each correctly. Teacher discusses meaning of each word. Teacher repeats the 20 new words and adds five difficult words from spelling work during previous weeks. Homework: Students study correct spelling of any words misspelled during test on Friday. Students write each word three times, using "see, hear, say, write, check" system. They also enter these words in their notebooks, and review the list before the test on the following Friday.

SEE, HEAR, SAY, WRITE, CHECK, USE—Six steps to spelling mastery.

SAMPLE LESSON PLAN FOR TEACHING CORRECT SPELLING

(Using *Word Studies* text and its lists of business terms.)¹

- Monday: 1. Assign 25 words.
2. Pronounce each word and ask class to repeat.
3. Tell students to use each word correctly in a sentence and to submit this assignment on Friday prior to the test.
- Tuesday: 1. Preview words with students, using three of six steps to spelling mastery. Ask students to:
- (5 minutes) a. Look at the word.
- b. Pronounce the word.
- c. Spell the word orally.
- Thursday: 1. Administer written pre-test. Pronounce words as students write them correctly. Papers may be corrected by either of the following methods:
- (10 minutes) a. Students keep papers. Check own words as they are pronounced and spelled correctly by other students.
- b. Students exchange papers and correct them as teacher spells words correctly.
- c. Students correct own papers from text.
- Instruct students to spell each misspelled word correctly five times and to submit this assignment to teacher on Friday. Collect perfect papers and recheck for accuracy. Students who earned 100% need not retake test Friday.
- Friday: Administer test. Students exchange papers and correct words as they are spelled by teacher.
- (10 minutes) *Optional:* Ask students either to define or use in a sentence 5-10 words from spelling assignment.
- Teacher may add to the list of 25 words any words misspelled on written assignments submitted during the week. This procedure encourages students to check work more carefully for spelling before submitting it.

Suggested Scale

No. of Errors		Mark
0	=	A
1	=	B
2-3	=	C
4-5	=	D

¹Walters, R. G., and Marion M. Lamb, *Word Studies* (Cincinnati: South-Western, 1957), pp. 117-132.

HOW TO USE THE DICTIONARY

Psychologists have concluded that there is a definite relationship between a person's vocabulary and his intelligence and ability to advance in life. Since words represent ideas, a person with a large vocabulary commands a great many ideas.

To increase your own vocabulary, develop the dictionary habit. Study the dictionary; learn the history of words. Behind each word is a "short story"—its etymology; find synonyms for words you habitually overwork. Make it a point to *use* any word that you acquire when there is an opportunity. To learn how to use a dictionary efficiently, perform the following exercises: (An unabridged dictionary is preferable.)

1. Briefly list the types of information given in the prefaces and appendices of the dictionary you are using. Write the name of the dictionary first.
2. What information is provided about the words in the body of the dictionary? (Look up the word "label" and decide just what information is provided.)
3. What is the difference between an abridged and an unabridged dictionary?
4. What are guide words?
5. Practice using the dictionary. (The following word lists were selected from exercises in *Word Studies*, pp. 1-8.)¹
 - A. Preferred spellings of words are shown in heavy type or listed first. Which of the following is preferred?

1. colour, color	4. distill, distil
2. peddler, pedlar	5. gypsy, gipsy
3. good-bye, good-by	6. flavor, flavour
 - B. The dictionary indicates syllables and shows the accent mark or marks. Distinguish between the two marks and decide upon the correct division of the following words:

1. facilitate	4. prayer
2. situation	5. shirring
3. couldn't	6. shelling

More mistakes are made in dividing words at the ends of lines than in spelling, capitalizing, pronouncing, or using words. Always use the dictionary if you are in doubt.

- C. Most words have one syllable accented. Some have two syllables accented. The greater stress is indicated by the darker accent mark. Insert the mark or marks for these words:

1. reservation	2. argumentative
----------------	------------------

¹ *Ibid.*, pp. 1-8.

3. address
 4. receptacle
 5. receptacle
 6. sensational
- D. Diacritical marks (listed at bottom of page in most dictionaries) or the respelling of the word show the correct pronunciation. How is the pronunciation of each of the following words shown?
1. ache
 2. cordial
 3. bouquet
 4. perpetuate
 5. incorrigible
 6. venom
- E. The parts of speech of words are indicated by an abbreviation (adjective, adj.; adverb, adv.; noun, n.; etc.) immediately following the pronunciation. Some words can be used as two or even three parts of speech. How are these words used?
1. bandage
 2. cultivate
 3. tactfully
 4. French
 5. kind
 6. disable
- F. The principal parts of irregular verbs will be shown (such as drink, drank, drunk). Look up the following words, write out their principal parts, and note if they can be used as other parts of speech:
1. sting
 2. throw
 3. prophesy
 4. incline
 5. dictate
 6. heave
- G. Credit for the origin, or derivation, of words is shown either before or after the meaning. Not all words lend themselves to this analysis. From the words listed in the above groups, see if you can pick out six or more words that will have their foreign derivations given.
- H. More space in every dictionary is devoted to the meanings of words than to any other type of information. Select any six words from the above groups (preferably words that are new to you) and write down their meaning or meanings.

SYLLABICATION

Since the time allotted for learning words is 30 minutes per week, this time must be spent wisely and well. No time should be spent on syllabication.

In an explanation of the psychological considerations involved in improving spelling through the use of the *DCC Spelling Aid*, Leslie lists the following reasons for omitting the teaching of syllabication:¹

1. Many teachers have discontinued the attempt to teach syllabication because of the great amount of time required and the almost complete lack of success.
2. It is better to accustom the eye to the appearance of the word as it usually appears on the printed page without the accents and hyphens and dots and spaces that indicate the syllabication but confuse the eye and the memory.
3. Syllabication is almost altogether unnecessary in business letter writing. The businessman will gladly trade his smoother right-hand margin for more production each day.
4. Great numbers of words do not divide in accordance with the rules and must be checked in the dictionary.

¹Louis A. Leslie, *Methods of Improving Spelling Through the Use of DDC Spelling Aid* (New York: Dictation Disc Co., 1960), p. 5.

EVALUATION

Why Evaluate?	133
Steps in the Evaluation Process	134
Diagnostic Testing	136
How to Order Copies of California Language Test	138
A Suggested Marking System for Use in Non-Skill Subjects	139
Assignment Sheet	141
Evaluation of Oral English	142
Evaluation of Listening	143
Evaluation of Written Work	144
Other Aspects of Evaluation	149

WHY EVALUATE?

Evaluation is the process of discovering the learner's present status and of measuring his progress as he moves toward the goals and objectives which he is attempting to achieve.

A successful evaluation program should help the student and the teacher appraise growth in terms of the objectives set forth. It should assist the teacher in estimating the adequacy areas of content and in appraising learning experience. It should assist in further diagnosing student difficulties and should indicate where remedial instruction is needed. Evaluation is an integral part of instruction.

Evaluation is a continuous, day-to-day process, characterized by analysis, discussion, application, and summarization. At planned intervals, evaluation also includes an analysis of the range of accomplishment for the purpose of aiding the teacher in assigning marks.

STEPS IN THE EVALUATION PROCESS

- I. Present status (diagnosis)
 - A. Administer diagnostic test during the first week of school.
 - 1. Interpret results to class. Indicate major strengths and weaknesses.
 - 2. Interpret results to individual students in need of counseling.
 - B. Repeat test during ninth week. (Use an equated form.)
 - 1. Report results to the class.
 - 2. Use the results for future planning.
 - C. Repeat test at close of semester. (Use an equated form.)
 - 1. Report results to class.
 - 2. Summarize semester's progress.
- II. Measurement of accomplishment
 - A. Day-to-day, continuous appraisal involves:
 - 1. Observation of performance
 - 2. Discussion
 - 3. Summarization
 - B. Periodic, cumulative measurement for the purpose of determining marks is accomplished through evaluating the results of:
 - 1. Tests on English usage, spelling, and vocabulary
 - a. Short, frequent quizzes
 - b. Cumulative, periodic tests at ends of units
 - 2. Tests on comprehension of textual materials
 - a. At the end of units of work
 - b. At mid-term and at end of semester
 - 3. Written communications
 - a. Selected assignments for which marks are assigned by teacher
 - b. All or a part of mid-term and end-of-semester tests
 - 3. Oral presentations
 - a. Oral questions and answers
 - b. Speeches

III. Consideration of other factors

- A. Consistency of performance. (See A Suggested Marking System for Use in Non-Skill Subjects, pp. 139-140.)**
 - 1. Promptness**
 - 2. Neatness**
 - 3. Ability to follow directions (acceptability)**
- B. Extra effort; participation in the enrichment program**
- C. Voluntary contributions of service or materials**

DIAGNOSTIC TESTING

When the teacher administers a diagnostic test as the beginning step in evaluation, he accepts the student where he is. The test measures the student's progress to date as well as his standing in the class and in relation to other norms. It determines the status of the group as a whole.

The California Language Test (Grades 9 to 14) Form W, X, or Y, is administered during the first week of school. The forms are equated, so it does not matter which form is presented first nor in what order the other two follow. The same type of punched answer sheet is used with all three forms.

The teacher analyzes the results for the class and interprets them to the group. Individual interpretation can be made by the students themselves from the answer sheets, which should be returned to them for study. Class members should be encouraged to maintain a record of deficiencies so that they can be compared with the results of the two later tests. The teacher should confer privately with individuals who seem to need and want special help in interpreting their test results.

When the results of the second test (given during eighth, ninth, or tenth week) have been tabulated, they should be analyzed in relation to the results of the first test to determine:

1. Quantitative gain by the entire class
2. Specific improvement by each student
3. Errors eliminated or nearly eliminated as a result of instruction
4. Errors which persist

There should be no deliberate coaching for the test. To learn facts just to pass a test is time wasted. However, errors remaining will indicate areas needing special attention. Students should be encouraged to eliminate these errors in their written and oral communication.

The teacher should administer the third form of the test during the 17th, 18th, or 19th week, analyze the results, and report them to the class. Each student should be encouraged to analyze his own progress. The progress of the group should be summarized.

It is conceivable that there may not be the progress expected. For example, every teacher has noted the tendency of students to over-punctuate immediately following the teaching of commas. In the students' eagerness to miss nothing, they may overcompensate. Therefore, the teacher should point out to the class that correct usage improves as students utilize and integrate knowledge gained from instruction.

Another reason that great strides in improvement may not be immediately noticeable is that the forms of the test are designed to measure a year or more of progress.

When progress in elimination of specific errors is analyzed, however, students should be able to note improvements.

The chief function of this testing program is to emphasize weaknesses and strengths. Items which cause little or no difficulty for the class as a whole should be eliminated from instruction or receive less emphasis. When only a few students show a specific weakness, they should be encouraged to correct it through individual work outside class. (See Corrective Practice Chart, p. 119.)

A better understanding of the administration of the California Language Tests and of the analysis and interpretation of test results can be gained by studying the following pages from the Manual of Directions:

	Page
Mechanics of English—Test 5	7
Reliability and Validity (For those who are statistically minded or who are interested in this area)	8-13
Diagnostic Analysis of Learning Difficulties: Mechanics of English	20
Analysis of Treatment of Group Difficulties	23
General Instructions to the Examiner	25; 38-41
Hand Scoring the Answer Sheets	42
Guessing Effects	43

The class analysis sheet included in the Manual of Directions can be used by the teacher to determine class achievement by areas. He may obtain an overview of results as they pertain to individual items by asking class members to raise their hands as answers are reviewed. For this purpose, each student should have an answer sheet other than his own.

The teacher will observe that items are grouped in the form for Diagnostic Analysis of learning Difficulties on page 20 of the manual. He should copy the numbers on the chalkboard or distribute copies of the form. Students should be encouraged to analyze their own difficulties, maintain a record of weaknesses, and, by analyzing results of the second and third tests, note whether they have improved in performance.

HOW TO ORDER COPIES OF THE CALIFORNIA LANGUAGE TEST

Copies of the California Language Test are ordered on the regular school requisition forms for supplies. The teacher places the order through the school counseling office. Most schools will have a supply on hand. Copies of the forms of the test may be used over and over again. It is necessary to order only the answer sheets each time. Descriptions of the materials are as follows:

California Language Test, Advanced (Grades 9 to 14)
Forms W, X, and Y

It is suggested that the test be administered three times during the semester (first, ninth, and seventeenth weeks).
Order one copy of every form for each student.

Answer Sheet No. 5297

Order one copy per student for each of the three forms.

Manual of Directions

Order one copy for each teacher.

Scoring of answer sheets: The Evaluation and Research Section will furnish on request a punched key (stencil) for hand scoring. Approximately 30 minutes per class is required for hand scoring.

Machine Scoring: Tests will be scored by the Tabulating Machine Services Section. Address packets directly to Tabulating Machine Services Section, because delay will result if the packets need to be rerouted. Allow approximately two weeks for the pickup, scoring, and return.

Remember that students must use *special pencils* in recording responses on the answer sheets if they are to be machine scored. Sets of these special pencils may be kept on hand for this purpose. The counseling office in each school should be able to supply them.

A SUGGESTED MARKING SYSTEM FOR USE IN NON-SKILL SUBJECTS

A successful marking plan is one which rewards the student for each achievement but does not overburden the teacher. It should reflect periodic evaluation of learning and of progress. It should enable the student and the teacher to ascertain at any given point in the semester a student's standing in the class. The mark should be capable of being substantiated by the actual work or by a record of the evaluation of the work. The student, as well as the teacher, should be able to keep the account; and further, the plan should motivate the student to reach his highest level of achievement.

The following plan has been used for several years with satisfactory results:

Sometime during the first week, usually on the day that the first assignment is returned to the students, the teacher distributes copies of the Assignment Sheet (page 141) or instructs students to rule such a sheet. Explain to them the following system of recording their assignments and tests:

Assignments: (50% of final mark)

Each assignment submitted on time and in proper form:

An assignment is on time if it is submitted on the day specified. The student must have followed directions and prepared the assignment neatly in ink. If the assignment does not meet the specifications, it is returned for rewriting and becomes a "late" assignment. The student receives only half credit when it is again submitted.

2 points (or any value the teacher wishes to assign; extra credit may be granted for type-written work)

Each assignment submitted later than the assigned date:

Work submitted any time later than the assigned day is designated as "late" except when a student returns from an absence. Work then becomes due one day after his return. In the case of prolonged absence for legitimate cause, a special schedule should be arranged.

1 point (or equivalent to one-half of full credit)

Selected assignments which will receive letter marks:

At the conclusion of a learning process, the teacher selects a representative piece of work to be analyzed carefully and to be assigned a mark. The student converts the letter mark to points.

A - 4 points
B - 3 "
C - 2 "
D - 1 "
(or equivalent values)

Enrichment activities and bonus assignments:

Each week, provision should be made for extra credit projects to which appropriate point values can be assigned. (See Enrichment Activities column in the Suggested Schedule, pp. 14-25.)

Tests:

Spelling tests (Approximately 12 ½% of final mark)	A 96-100
	B 88-95
Record words missed. Convert to a letter mark only at report intervals.	C 75-87
	D 65-74

Unit tests (Approximately 37 ½% of final mark)
Assign letter marks for each test as given.

As each paper is submitted, a student secretary date stamps it. The student records when each paper is *returned* to him. When the assignment was made, he had entered the due date. If the due date and the stamped date agree, the student records full credit for the paper.

The reverse side of the Assignment Sheet is divided into thirds. The top third is used to record points earned for enrichment activities. The bottom third is used to record the results of spelling and unit tests.

Each student maintains a notebook of all papers as they are returned to him. Just before report card time, he organizes his notebook properly and determines his own mark. To do so the student divides the total *possible* points into the total points earned for assignments and enrichment. He then converts the per cent grade to a letter mark. (See suggested scale.) By combining test and assignment marks, he can quickly and accurately arrive at his report card mark. If the teacher so desires, the student can also estimate his grades for work habits and cooperation. He then submits the notebook to the teacher.

The teacher need not examine the notebooks unless he wishes to evaluate them further for neatness, completeness, or some other quality which has been stressed in connection with organization or performance. A quick comparison of teacher and student evaluation will determine whether further analysis is necessary. Any discrepancy should be discussed with the student, of course.

The marking system allows the student to know at all times just how he stands; and, if he wishes to improve his position, he understands how he can do so. It takes but a few minutes of teacher time each day to record credit for the daily assignments as they are submitted. With the exception of the selected assignments which will receive letter marks (the students may or may not know in advance which assignment will be selected,) papers are exchanged and graded by the students in class. The mid-term and final grades are arrived at quickly and amicably. The teacher mark is compared with the student mark, and any difference should be immediately apparent and quickly resolved.

EVALUATION OF ORAL ENGLISH

Evaluation of oral work should be directed primarily toward encouraging and instructing rather than toward the assigning of a mark. Appraisal must be in terms of realistic goals that the students understand and desire—goals that they have helped to formulate. Suggestions regarding each student's effort should be in terms of what he can do to improve his presentation. For example, "Could you speak louder next time? We can't hear in the back of the room." "How did you get to New York? You didn't say." "If you look at us, your talk would be more interesting." "Should you say 'and' and 'er' at the beginning of every sentence?"

The appraisal should be a combination of self-criticism and of class and teacher effort. Immediately after each talk, class members should be allowed to make a few comments. The student himself may wish to answer their comments in terms of what he was trying to accomplish. The teacher should guide the student criticism and summarize the discussion. Comments made by the teacher concerning the outlines submitted by the students should be encouraging and helpful. The high school student is extremely self-conscious and anxious that he make a good impression on his peers. He needs to feel certain of the good will and confidence of his critics and that they are interested in helping him to improve.

When should the teacher correct the student's speech? Pooley states:

The time to spare the child's feelings is *when he is the center of attention before a group*. Hence the following practices are recommended: in conversation, ordinary discussion, and informal recitation, stop the student at once when he employs faulty usage of the serious type. Let him repeat his statement in the proper idiom. On the other hand, when he stands alone before a group to give a talk, tell a story, or make a report, allow him to finish uninterrupted; but, before he is dismissed, require him to rephrase faulty expressions which the teacher has noted. Close attention to the principle of no *exceptions* to good usage will do much to raise the level of expression of a class.¹

Methods of grading oral English

1. Let student know what you are looking for.
 - a. Start with a few requirements.
 - b. Increase requirements as class gains experience and proficiency.
2. Use a simple check list for students to use in rating and grading.
 - a. Keep the list simple in form and wording.
 - b. Change it frequently to avoid routine marking.
3. Do not grade every effort.

¹Robert C. Pooley, *op. cit.*, p. 229.

EVALUATION OF LISTENING

In general, with added emphasis on better listening habits in the classroom and elsewhere, there should be a noticeable change in attitude toward listening and a heightened awareness of speech and other sounds.

Opportunities for Evaluation

- I. Classroom instruction and directions (p. 75)
 - A. Gain in attentiveness
 1. Directions need not be repeated
 2. Performance quickly follows direction
 - B. Improvement in courtesy
- II. Oral presentation
 - A. Enunciation and pronunciation
 1. Enunciation drills (p. 60)
 2. Spelling and word usage (pp. 111-130)
 - a. Oral and written performance
 - b. Spelling activities
 - B. Individual speeches (pp. 66-68)
 - C. Group discussion (pp. 69-71)
- III. Listening lessons (pp. 77-84)
 - A. Material presented in class
 1. Answers to questions
 2. Performance following provision of directions
 - B. Unscheduled quizzes on homework

After presentation of listening lesson, assignment of text material to be outlined for homework
- IV. Discriminative listening outside of class
 - A. Analysis of listening record (p. 88)
 - B. Discussion of suggested programs (pp. 14-25)
 1. Check questions on information
 2. Check list for opinion and evaluation

EVALUATION OF WRITTEN WORK

One problem facing English teachers is, of course, that of grading written work. For the student to receive the greatest benefit from writing experiences, the work must be evaluated. The Curriculum Commission of the National Council of Teachers of English has prepared the following statement concerning this responsibility:

The Problem of Handling Papers: How much should students write? No one knows the answer to this question, but there is a universal feeling that they should write more than they do. Some teachers plan a substantial piece of writing every fortnight. Some manage brief bits of summary or personal reaction every day. Others hope for some carefully formulated report or narrative every week.¹

In addition, the Curriculum Commission states:

. . . . research has been unable to prove that meticulous correction of papers pays dividends. More research comparing different methods of securing results in writing is urgently needed.²

Two methods of reducing the burden of correcting written work have been suggested:

1. Before the students write, do more stimulating and more building up of ideas so as to make less correcting necessary after they have completed the assignment.
2. Devise all possible methods of self-help for the students to use in the final editing of their own papers.

The Commission also points out:

Evaluation by the learner can never replace the teacher's judgment; yet it is imperative that students assume responsibility for doing all they can to improve their own writing and that of their classmates before they ask the teacher to lend a hand.

¹National Council of Teachers of English, Commission on the English Curriculum, *op. cit.*, p. 348.

²*Ibid.*, p. 349.

First of all, then the student himself must evaluate his own paper. After that he may share it with the class or with a small group within the class to see how well his ideas have been communicated. Class discussion of the paper ensues. After that, the teacher gives the final evaluation. The job should be two-thirds done before the teacher enters the picture except as he has stimulated ideas and prevented errors by pre-teaching and has answered questions and furnished help to individuals while they were writing.¹

Further discussion of the problem of reviewing written work is included on the following pages of this instructional guide:

Suggested Schedule, Evaluation Column	13-25
Written Work	93-99
Letter Appraisal Chart	101

Many experienced teachers of business correspondence have, as a result of years of teaching this subject, come to the conclusion that the real value of class assignments in letter writing is achieved only when the student evaluates his own letters. This self-criticism by the student teaches him more than can hours of teacher time spent on his work. The following types of "grading" are being used by teachers of business correspondence:

"Socialized discussion"; final mark by teacher: Some teachers use the procedure of requesting that each letter, or a selected number be read aloud by the students. Each reading is followed by constructive criticism, from which the entire class benefits. Letters are then exchanged by the students for additional suggestions and criticisms for their improvement. At this time the teacher offers assistance when needed. Considerable time is used for this purpose because much good can be gained from the technique. The next assignment is the revising and rewriting of the letter. As many as two or three periods are spent in perfecting the letter before it is submitted for a final check-up and grade by the teacher.

Conference method; marking by student: "Grading of business correspondence letters by teachers is of no value to the teacher and less to the student." an outstanding teacher has stated. He insists, therefore, that students grade their own or their neighbor's papers during brief laboratory periods. Typical letters that students consider are among the best are read to the class as a basis for discussion. Letters that are poor are also read and discussed. Personalities are eliminated in both cases unless the student who wrote the paper comes to its defense. Letters of medium-average quality are also read and discussed, and improvements may be suggested by the students.

This conference method tends to develop the students' critical attitude toward their own and others' work. They unconsciously establish high standards of achievement. Class criticism

¹*Ibid.*, p. 350

of letters makes it possible to point out all the errors of all the students to the entire class.

Committee method of marking: Committees of students may be asked to criticize and to grade the work of members of the class and to read aloud examples of outstanding work and of the poorest work. Self-criticism, imitation, class criticism, and imagination all are stimulated in this exercise.

The class is instructed regarding the rules that will be followed by the grading committee. It is then divided into committees, and each group takes turns grading work throughout the semester.

The particular set of papers to be graded is divided evenly among the members of the assigned committee. Each member marks the paper assigned to him as follows:

1. Glance over each letter for placement and neatness. Look for uneven margins, strike overs, poor erasures, incorrect spacing, and other obvious features that detract from a neat appearance. Point out deficiencies by code or longhand notations.
2. Read through each letter for errors in grammar and mechanics. Note misspelled words, incomplete sentences misplaced modifiers, indefinite antecedents, incorrect punctuation, and lack of sentence unity; indicate by code or by circling the errors.
3. Now read for idea and meaning. Check to see that the letter has force and meaning and accomplishes what it is intended to achieve.
4. Arrange the group of letters in order of excellence, with the best on top and the poorest on the bottom. Assign points from 1 to 10 accordingly.
5. The committee should then convene to exchange the groups of letters. Each member glances over the letters to catch any errors not detected by the first checker. This second inspection may necessitate a change in points and a consequent rearrangement of the order of the letters.
6. Members of the committee then read examples of the very best letters to the class. Examples of the very poor letters can also be read. The identity of the writer is, of course, not disclosed unless he speaks to defend his letter.

After the committee members have presented their reports and the students have discussed the relative merits of the letters which have been read, the teacher analyzes the entire set and assigns marks of A, B, or C. Any letter which does not meet the standards established by the teacher should be returned to the student to be rewritten.

Self-criticism questions; marking by teacher: An excellent article by H. M. Terwilliger in *The Balance Sheet* several years ago stated that the teacher generally spends too much time in grading students' letters. Terwilliger reported flagrant student errors of omission and commission in the use of words, in the writing of sentences and paragraphs, in spelling and in punctuation. He also pointed out violations of the rules of theory and examples of poorly placed and poorly constructed letters resulting from student ignorance or carelessness or poor teaching. Terwilliger blamed the teacher for accepting "trash" and encouraging the students to write it.

Students need aid in suggesting original ideas and in overcoming real errors, but they do not need criticism of errors which they could have avoided had they been taught to be self-critical and self-analytical. If necessary, the student should write a letter three times before submitting it to the teacher, for the letter as finally completed should be mailable. In fact, Terwilliger declared, it should be a perfect letter with "pulling" power. It should be human, original, and effective. Unless the student is striving honestly to produce a perfect and effective letter, his "writing-time" is wasted. Terwilliger suggested that each student should have a copy of the following questions for self-criticism:

1. Are you sure you have a correct and thorough knowledge of the problem?
2. Have you observed the rules of letter form and arrangement?
3. Have you applied the theory applicable to this special problem?
4. Have you employed the "you attitude" throughout?
Have you visualized yourself in the place of the recipient?
Are you, as the recipient, absolutely satisfied with the letter in every respect, from beginning to end?
5. Have you observed all of the essentials of a well-written letter?
A well-written letter will be:
 - a. Correct
 - (1) Grammatically
 - (2) As to unity in its sentences and paragraphs
 - (3) As to the coherence of its sentences and paragraphs
 - (4) As to its use of force or emphasis in sentences and paragraphs
 - (5) In its use and spelling of every word and phrase
(If in doubt, consult the dictionary.)
 - b. Complete
 - c. Courteous
 - d. Individual

e. Concise

6. Is the letter properly punctuated, free from all errors, neat in appearance, and ready to be submitted for approval?

On the strength of these suggestions, Terwilliger stated that the student should carefully plan his letter by first writing a rough draft. He should then read it through, proceeding slowly, step by step, criticizing and correcting it as he reads. When the student is satisfied, and not until then, he should carefully prepare the work to be submitted. The burden is placed upon the individual student; he must question himself and must analyze his own work.

Terwilliger believes that the instructor who uses this approach will, with the possible exception of the first letter or two, be amazed at the improvement shown by most of his students. He also observed:

The student must be taught that he is the creator of letters and that the teacher is a consultant only, willing to aid him in perfecting his creations. The constant effort on the part of the student to perfect his letters will, in my opinion, eventually lead him into an easier manner of writing. Having overcome, of his own volition, numerous errors, he will cease to make these errors, and his task will become a real pleasure.

Assigning the mark. The following method of evaluating the various aspects of written work is suggested:

- | | |
|---|-----------|
| 1. Overall appearance
(Is the communication neat, attractive,
and correct in overall format?) | 10 points |
| 2. Purpose of communication
(Has the principal purpose or goal of
this communication been accomplished
effectively?) | 15 points |
| 3. Creativity
(Does the communication show some
originality on the part of the writer?) | 15 points |
| 4. Technical correctness
(Subtract two points for each error.) | 60 points |

If desired and time permits, the teacher may require that all homework assignments receiving less than a certain mark ("C" or 70 per cent, for example) be rewritten. This requirement provides additional opportunities for students who need further practice.

OTHER ASPECTS OF EVALUATION

On the foregoing pages, diagnostic testing and the evaluation of oral and written work have been discussed. In addition, the following steps must be considered:

Day to day, continual appraisal. The student should be made to feel that his homework receives inspection and that credit is granted for the time and effort expended. Every homework assignment prepared by a student is in reality a test to show how well he understands and applies the principles of the current lesson. The greatest benefit is derived from the study if its results are known as soon as possible after its completion. Therefore, for homework assignments of the exercise type (grammar, punctuation, spelling, etc.) each student should check his own or his classmate's paper sometime during the period on the day that the assignment is due. Rarely should the teacher recheck this type of assignment.

Frequent, short tests. Correct English is a skill that should be developed in accordance with the best skill-building principles and practices. Without frequent checkups, students may be applying rules incorrectly, which results in a process of unlearning and relearning. Frequent evaluation, on the other hand, spotlights any deficiency before incorrect application has been established by practice.

Correction of most quizzes and tests in class. A test that is taken, corrected, and discussed in one time unit promotes better learning. Students have the advantage of knowing immediately where their weaknesses are and of having any misunderstandings cleared up before they learn incorrect usage. A corrected test that is returned days or weeks after it was taken loses all learning value. By that time, students have lost interest in everything but the mark.

Requesting that business students correct quizzes and weekly tests should not be considered an attempt by the teacher to avoid work. Correcting of tests should be planned to develop students' critical faculties. Student correction of papers should and can be an educational experience.

Frequent quizzes concerning homework. The practice of administering frequent quizzes concerning homework is a warning to students that whatever they do, or don't do, at home will surely become evident. Such quizzes evaluate effort, as well as learning. Suggested procedures for administering quizzes and homework include:

- a. Assign written homework. Papers must be on the teacher's desk at the beginning of the period on the day that they are due. Thus, students are not tempted to use the written homework for cribbing; nor is there a chance for a last, quick scanning of the answers. Marks on quizzes will then

truly measure the degree to which students have learned—and will also show the quality of their home study. This type of quiz is particularly effective on the day that an outline of text material is due.

- b. Do not announce quizzes of this type in advance. They are administered whenever the teacher considers a check up to be advisable. Since students will not know when quizzes are scheduled, failure to do homework will become a calculated risk.
- c. Time the quizzes. If there is no time limit, students can use class time to do their homework. The pressure of being timed is good business experience for students.

Periodic cumulative measurement. A cumulative test evaluates the extent to which students are retaining previously learned principles. It indicates the effectiveness of present teaching methods and aids in planning future activities.

At intervals (mid-term, semester, term, end of chapter or unit), cumulative tests should be administered. These are usually corrected by the teacher; if, however, the correcting is solely a job of checking, the papers may be exchanged or a student secretary may be assigned to perform the task. Any test covering a unit of work should require the student to compose and should involve application of previously learned principles as well as those currently being studied.

Appropriate material for cumulative tests of written communication skills is difficult to find. Few textbooks are provided with accompanying tests. The teacher must generally prepare his own test and develop a satisfactory device through trial and error. Several examples of tests on letter writing are included at the end of this section. Examples of suitable tests prepared by teachers of business English covering punctuation, grammar, and usage are also presented.

For testing purposes, permission has been granted by the publisher to duplicate selected sentences from *English The Easy Way*. Each such test of duplicated material must carry the following credit line.

The items on this test were duplicated with the permission of the publisher and were selected from *English The Easy Way*, Second Edition, by Norman Schachter. Copyright, 1961, South-Western Publishing Company, Cincinnati, Ohio.

SAMPLE TESTS

Commas and Periods	153
Business English Punctuation Test	155
Punctuation Test—The Comma	157
Recognizing the Sentence	159
Agreement of Subject and Predicate	161
Using There - Their, To - Too - Two, Then - Than	162
Using Adjectives and Adverbs	163
Using Irregular Verbs	164
Using Shall - Will, Should - Would, May - Can	165
Punctuating for Appositives	166
Pronouns: Person, Number, and Case	168
Using Pronouns	169
Using Nouns and Pronouns	170
Using Apostrophes	171
Using Quotation Marks	172
Punctuating and Capitalizing	174
Using Affect and Effect	175
Comparing Adjectives	176
Similar and Confusing Words	177
English Usage Test	178
Spelling Test	180
Test Letter No. 1	181
Corrected Test Letter No. 1	182
Test Letter No. 2	183
Corrected Test Letter No. 2	184
Test Letter No. 3	185
Corrected Test Letter No. 3	186
Principles of Business English	187
General Punctuation Test	188
Letter Form Test	189

COMMAS AND PERIODS

Insert all necessary punctuation. (Correct punctuation marks have been indicated on this sample copy of test.)

1. He went back to college to get his Ph.D. last year.
2. The package was sent C.O.D. yesterday at 10:00 a.m.
3. My sister lives in Albany, N. Y.
4. Thos. E. James, Jr., is head of the firm.
5. The due dates of the notes are February 15, March 16, and April 16.
6. A person who is contented with his job can do more work and better work than one who is not.
7. This experiment, as I have told you, is difficult but not dangerous.
8. November 11, 1918, will always be a memorable date in the world's history.
9. If the ability to do hard work is not talent it is the best substitute for it.
10. She has been traveling in the Orient, and he has been attending the university.
11. Men's dress shirts, ties, socks, etc., are offered at special prices in this sale.
12. The man whom we all like to honor is the man who knows where he is going.
13. Yes, Miss Burns, a private employment agency can often help you find a job.
14. "After we put in your equipment," said Mr. Atkins, "we reduced our operating costs."
15. Please send your remittance immediately, or we shall have to take legal action.
16. Studies indicate that the average industrial worker loses from eight to nine days each year because of sickness.
17. The freight rate from Albany, New York, to Cleveland, Ohio, is \$1.14 a hundred pounds.

18. We will telegraph you Friday and send a special delivery on Saturday morning.
19. I want you to mail these packages and cards and letters.
20. The work of Mr. Smith, who has contributed many articles of note, is nearing completion.
21. My sister Edith is an efficient secretary.
22. The results you obtain are what count, not the efforts you make.
23. Periods, commas, semicolons, colons, and question marks are all very important in punctuation.
24. Judy, who had her lesson every day, did not fail in the final examination.
25. After eating, my grandfather takes a nap.

BUSINESS ENGLISH PUNCTUATION TEST

Instructions: Read each sentence carefully and insert the proper punctuation marks. No periods or commas are required. (Correct punctuation marks have been provided.)

1. We are glad to offer you this opportunity to buy direct from the factory; this will save you the salesmen's usual 10 per cent commission.
2. One company was to build westward from Omaha, Nebraska; the other company was to build eastward from Sacramento, California.
3. Place all the bills face up; that is, with the portraits on top.
4. During World War II the following foods were rationed: sugar, coffee, meats, fats, butter, and canned vegetables.
5. Canning, drying, smoking, pickling, and freezing all are methods of preserving food.
6. The stenographer asked, "Shall I mark this cablegram 'Deferred rate'?"
7. The steps in the retail selling process have already been discussed. (See page 57.)
8. It's not likely that we'll go.
9. A first-class, one-way ticket was purchased by the tall man.
10. We need to replenish our stock of these small items of office supplies: rubber bands, gummed tape, and air-mail stickers.
11. Will you please take care of my mail while I am away?
12. The speaker had planned exactly what he would say; consequently, he held the attention of the audience and made his point.
13. On the other hand, the budget of the Purchasing Department shows that, but we won't go into that.
14. I asked him where he was going.
15. Thirty-six people came to the party.
16. Who is the author of the book, entitled *Typing Simplified*?

17. "Always make it a practice," counseled the auditor in charge of the job, "to report exactly what you find."
18. The loan was for the sum of one hundred dollars (\$100).
19. His 7's look like 9's.
20. Last night I read the *New York Times*, an article in the *Journal of Business Education*, and two chapters of Paul D. Converse's *The Elements of Marketing*.
21. Los Angeles, California; Dallas, Texas; and New York City are fashion centers of the world.
22. The store has placed its ladies' coats on the second floor.
23. "Who must do what?" he snapped in annoyance.
24. He is a well-mannered person.
25. Webster, Stevens, and Moore's main office is in Los Angeles.

PUNCTUATION TEST-THE COMMA

(The correct answers are provided.)

If you believe that the sentence is punctuated correctly, circle T for true; if not, circle F for false. One point for each correct answer.

Substantiate your answer by entering between the parentheses the letter (A through M) of the rule which applies in each case. One point is allowed for each correct answer.

- | | |
|---|-------------------------------------|
| A. Person addressed | G. Introductory clause or phrase |
| B. Appositive | H. Nonessential phrase or clause |
| C. Parenthetical | I. Essential phrase or clause |
| D. Address or date | J. Series |
| E. Contrasting expression | K. Compound sentence -- conjunction |
| F. <u>Yes</u> or <u>No</u> at beginning | L. Omitted verb |
| | M. Prevent misreading |

Example: Many young folks who come from preparatory schools seem to lack school discipline. T F (I)

1. This boy, who threw trash on the campus grounds, has not yet learned his responsibilities to the other students. T F (H)
2. I realize how much college can contribute to my personal development and I believe that I will begin next year. T F (K)
3. The person who has genuine enthusiasm for his work, is usually successful. T F (I)
4. I advise you to submit your application to Sydney Barton, 1111 Wilshire Boulevard, Los Angeles 33, California before May 15, 1961. T F (D)
5. Walter Hoving, author of *Your Career in Business*, says it is the rarest thing in the world for people to develop all their potentialities. T F (B or H)
6. Ella, I should have done my Business English homework instead of going to Sun Valley. T F (A)

- | | |
|--|---------------------|
| 7. People who feel inferior often find refuge in racial prejudice. | <u>T</u> F (I) |
| 8. We admire people who understand the need for conformity, but cherish the right to think and act for themselves. | T <u>F</u> (I) |
| 9. Panel #1 will begin tomorrow; Panel #2 Tuesday; Panel #3 Wednesday; Panel #4 Thursday. | T <u>F</u> (L) |
| 10. If you can bear her incessant gossip, about her girl friends you will probably have a good time. | T <u>F</u> (G) |
| 11. It is the goal of education to each people to think critically, not to accept everything they read or hear. | <u>T</u> F (E) |
| 12. Education it seems to me, should help young people to become independent. | T <u>F</u> (C or H) |
| 13. The beauty expert told the girls that poise and enthusiasm contribute more to beauty than cosmetics. | <u>T</u> F (I) |
| 14. Failing to complete her daily assignments, she fell so far behind in her work that she could not catch up. | <u>T</u> F (G) |
| 15. Lincoln Steffens used to tell people that the world was full of things that could be done better. | <u>T</u> F (I) |

RECOGNIZING THE SENTENCE

The following sentences may be complete or they may be incomplete because the subject, predicate, or both are missing. If the sentence is COMPLETE, circle the letter C; if SUBJECT or PREDICATE is missing, circle S or P, if both are missing, circle both S and P. (The correct answers are underlined.)

Example: Henry is a happy man.

C P S

- | | |
|--|---------------------|
| 1. He is sad today. | <u>C</u> P S |
| 2. Jumping, running, shouting with joy. | C <u>P</u> <u>S</u> |
| 3. The boy, rounding the bend in the road suddenly. | C <u>P</u> S |
| 4. We appreciate your order very much. | <u>C</u> P S |
| 5. Come in. | <u>C</u> P S |
| 6. Thanking you for your order. | C <u>P</u> <u>S</u> |
| 7. Appreciating your courtesy in this matter and assuring you of our continued cooperation. | C <u>P</u> <u>S</u> |
| 8. We appreciate your courtesy and cooperation in handling the goods so promptly. | <u>C</u> P S |
| 9. Your letter, which arrived today and which gave us the information we were seeking. | C <u>P</u> S |
| 10. Please answer the telephone at once. | <u>C</u> P S |
| 11. Referring to my application for employment which I sent to your office June 6, and which you have not answered. | C <u>P</u> <u>S</u> |
| 12. In answer to your inquiry, I have the following information to submit. | <u>C</u> P S |
| 13. The wind, howling with strange intensity, uprooting trees and small buildings, so destructive that the immediate landscape looked torn up as if by some giant. | C <u>P</u> S |

- | | | | | |
|-----|---|----------|----------|----------|
| 14. | Please refer to my letter of January 10. | <u>C</u> | P | S |
| 15. | Hoping to hear from you before too long. | C | <u>P</u> | <u>S</u> |
| 16. | Your catalog order No. 318,709 which you placed with us on June 6. | C | <u>P</u> | S |
| 17. | Your order will be given every consideration, but we cannot promise delivery until the following week. | <u>C</u> | P | S |
| 18. | My appearance, which is excellent | C | <u>P</u> | S |
| 19. | Hoping I have the pleasure of seeing you personally. | C | P | S |
| 20. | I believe my appearance will meet with your approval. | <u>C</u> | P | S |
| 21. | Submitting my references for your approval with the hope that I shall be able to come for an interview next week. | C | <u>P</u> | <u>S</u> |
| 22. | I enclose my personal data sheet which will give you further information about my qualifications. | <u>C</u> | P | S |
| 23. | Stand up. | <u>C</u> | P | S |
| 24. | The book, which is about finding a job in the business world. | C | <u>P</u> | S |
| 25. | Joe struck out today. | <u>C</u> | P | S |

AGREEMENT OF SUBJECT AND PREDICATE

Insert in the blanks the correct present tense forms of the verbs printed in parentheses. (The correct answers are underlined.)

1. The debate on the big promotional and merchandising plans (seems) likely to be unduly prolonged. (seem)
2. The number of directors present at various meetings (seems) smaller this year than it was last year. (seem)
3. Neither Mr. Wilson nor Mr. Bacon (calls) on our customers in Kansas City. (call)
4. The condition in which the goods were found at both receiving rooms (shows) that the packing was not properly done. (show)
5. Not one of the businessmen (uses) train service regularly; they all drive automobiles to work. (use)
6. The data which you have given me (appear) to cover the matter. (appear)
7. This statement, together with those which have been made many times by various speakers in the course of these meetings, (compels) me to read a part of the report. (compel)
8. Neither the president nor the vice-president (cares) to accept the invitation. (care)
9. The officers of the union, together with the superintendent of the shops, (control) matters of that kind. (control)
10. Profits, not mere prestige, necessarily (determine) most business policies. (determine)
11. Each of the district officials (has) a particular territory to work. (have)
12. Frankness and a desire to serve the organization's best interests (compel) me to take this stand. (compel)
13. Neither of these commodities (produces) a profit for the company. (produce)
14. Professor Fisher's "*Outlines of Civics and City Government*" (explains) the law of electing representatives. (explain)
15. The crowd (rushes) to the scene and then (rushes) off to cast an unanimous vote. (rush)
16. A number of our employees (prefer) the profit-sharing plan. (prefer)

USING THERE-THEIR, TO-TOO-TWO, AND THEN-THAN

In the sentences below, cross out the incorrect form. (The correct form has been underlined in each sentence.)

1. (There, their) are (to, too, two) many people in this room.
2. (To, too, two) whom are you speaking?
3. (To, too, two) get this job finished, you must hurry.
4. (There, their) house caught on fire recently.
5. (There, their) are more people here (than, then) (there, their) were yesterday.
6. It is (to, too, two) bad that you aren't able to go.
7. (To, too, two) people are better (than, then) a hundred for this job.
8. I think you should go (to, too, two) the director, for (then, than) there will be no misunderstanding.
9. (To, too, two) tired to finish the work, they left (there, their) tools and went home.
10. If you will call, I think we shall (then, than) be able to complete the order.
11. Isn't it (to, too, two) warm for comfort today?
12. (There, their) are (to, two, too) many obstacles for you (to, two, too) go along.
13. I can't accompany you. I have (to, too, two) many things to do.
14. I really should go (to, too, two) but I am (to, too, two) busy.
15. I think Ralph is the older of the (to, too, two) boys.
16. I believe (there, their) is a younger brother (to, too, two).
17. Joe is older (then, than) Bill.
18. Can't you go with us (to, too, two)?
19. I would rather go with him (then, than) with her.
20. It was (to, too, two) cold to go fishing.

USING ADJECTIVES AND ADVERBS

In the sentences below, cross out the incorrect form. (The correct form has been underlined in each sentence.)

1. He looked (unhappy, unhappily) at the ground.
2. He looked (unhappy, unhappily) when I spied him at the circus.
3. The lion bounded (light, lightly) past the tree behind which we were hidden.
4. The boat full of baggage was (heavy, heavily) loaded.
5. Miss Richmond looks (beautiful, beautifully) this evening.
6. Prepare to sell your lives (dear, dearly.)
7. (Gleeful, gleefully) he shouted, "Here comes the rescue party."
8. The musician played (unusual, unusually) (well, good) last night.
9. He appeared (uneasy, uneasily) while they were questioning him.
10. He looked (uneasy, uneasily) from person to person.
11. The train rounded the curve (slow, slowly) and (careful, carefully.)
12. The big, smooth crates were (easy, easily) marked.
13. The old philosopher advised us to deal (serious, seriously) with our problems.
14. He advanced toward the big box, his heart beating (rapid, rapidly.)
15. "I did it," said Bill, (truthful, truthfully) even in the face of danger.
16. I want you to face him as (brave, bravely) as a soldier would.
17. This apple tastes (sour, sourly.)
18. Joe scowled (sour, sourly) at his sister.
19. Robert is (considerable, considerably) taller than George.
20. Because she is ill, she looks very (bad, badly) today.

USING IRREGULAR VERBS

Cross out the incorrect form in the sentences below. (The correct form has been underlined in each sentence.)

1. I (done, did) the best I could.
2. There (is, are) ample reason for your fears.
3. If there (are, is) dishonest persons in the class, they should be punished.
4. He is one of those men who (think, thinks) all is fair in business.
5. The bear had (eaten, ate) all the honey in the jar.
6. He threw the package in, and it (sank, sunk) to the bottom.
7. I (saw, seen) him at the store.
8. The employer had (wrote, written) an excellent recommendation.
9. Last night Mary had (did, done) her shorthand before going to the show.
10. He had (began, begun) the plans before his employer arrived.
11. The carrier of many of these diseases (is, are) the common fly.
12. He (drug, dragged) the deer he had shot a mile before help came.
13. He (don't, doesn't) seem to see us.
14. (Was, were) you there?
15. Hannibal and Napoleon (was, were) great generals.
16. The trouble really (lies, lie) in his bad habits.
17. This is one of those books which (teach, teaches) men to deal seriously with life.
18. He has certainly (fallen, fell) from grace.
19. I had (spoke, spoken) with him before.
20. He (taught, teached) me all he could.

USING SHALL-WILL, SHOULD-WOULD, MAY-CAN

The correct answers are provided in parentheses in the sentences below.

SHALL - WILL Insert either shall or will in the following sentences.

1. John says that he (will) be on time hereafter.
2. I am determined that you (shall) not do this.
3. We (shall) appreciate your remitting immediately.
4. He (will) be pleased to attend the luncheon.
5. Today we hope that the ship (will) be launched.
6. I am determined that you (shall) finish your homework.
7. (Will) you be kind enough to deliver this package?
8. I (shall) be happy to deliver it.
9. We (shall) be glad to have you visit our plant at your convenience.
10. We (shall) leave at noon if it doesn't rain meanwhile.
11. They (will) be very happy to comply with our wishes, I think.
12. He (will) gladly submit to questioning.
13. You (shall) conform to the rules of the office or resign immediately.
14. (Will) you see him if the weather is good for driving?
15. Yes, I (shall) see him if the weather is good.

SHOULD - WOULD Insert either should or would in the following sentences.

1. You (should) make as little noise as possible.
2. Every day he (would) sit in the park.
3. He (should) stay in the hospital until he recovers.
4. I think you (should) do this for your own good.
5. I think you (should) finish high school before going to work.

MAY - CAN Insert either may or can in the following sentences.

1. Mother, (may) I go to the show with Ellen?
2. No. Ellen, you (may) not go.

APPOSITIVES

Insert all necessary punctuation. (Correct punctuation for appositives has been included here.)

1. Carl Jones, a business student, is the winner of the business award this year.
2. He attends a school in the Valley, Van Nuys High School.
3. The employees, an industrious group, have formed an organization for the improvement of their production methods.
4. In the manufacturing field, John Hughes, an acquaintance of his, has made some interesting discoveries.
5. For three months Jane Miller, an intelligent but untrained girl, could not find a position.
6. Finally the contract was given to the Acme Manufacturing Company, one of the oldest contracting firms in the city.
7. At that time Andrew Carnegie, the great steel tycoon, was just beginning his career.
8. Later the machinery was sold to Black and Black, a book publishing concern.
9. They are moving their business, The Ajax Loan Company, to a new location at Sixth and Main Streets.
10. We must not forget to mail a catalog to the National Hardware Store, our new customer.
11. At his age, somewhere between thirty and thirty-five, a man should be certain his insurance program is adequate.
12. The Wright Brothers, a very large firm, employs many high school business graduates each year.
13. Larry White, a high school student, realized the value of keeping expense records.
14. When he looked around he saw Mr. Royce, the vice-president of the organization.
15. Mr. Ash, our principal, is away on business.
16. Mr. A. B. Blanchard, the owner of a small business, does most of the buying.
17. New York, the Empire State, is one of the leading manufacturing centers in the nation.

18. The file on Bruce Long, president of the Long Company, is in the outer office.
19. During the war, Youngstown, a steel mill town, was producing double its quota.
20. The payment, a small one, is six months overdue.
21. Mr. Joseph, president of the Joseph Piano Company, wished an immediate reply.
22. The Hayes, a new adding machine, is very efficient.
23. Have you heard from Mrs. Seabury, our photographic supplies buyer?
24. Helen Ray received an invitation to the Commercial Assembly from William Heath, secretary of the Business Club.
25. An important document, her latest contract, was lost in the mail.

PRONOUNS: PERSON, NUMBER, AND CASE

Insert in the blank space the pronoun that is specified in the parentheses beneath the sentence. (The correct answers are underlined.)

1. I can say frankly that it was (I) who was in the wrong.
(First person, singular)
2. If anybody can solve the problem it is (she).
(Third person, singular, feminine)
3. It must have been (they) who left the package here.
(Third person, plural)
4. I am sure it was (he) who made the statement.
(Third person, singular, masculine)
5. You and (I) will be able to get along all right.
(First person, singular)
6. I know both Betty and (him) quite well.
(Third person, singular, masculine)
7. Give the money to Bill and (me).
(First person, singular)
8. Will you take Martha and (her)?
(Third person, singular, feminine)
9. You may send either Mr. Larkin or (me).
(First person, singular)
10. Will you take him and (her)?
(Third person, singular, feminine)
11. It was (she) who answered the telephone.
(Third person, singular, feminine)
12. Was it (they)?
(Third person, plural)
13. No, it was (I) who took the order.
(First person, singular)
14. You and (I) will do the work.
(First person, singular)
15. It was (they) who did the damage
(Third person, plural)

USING PRONOUNS

Cross out the incorrect pronouns in the sentences below. (The correct form has been underlined in each sentence.)

1. Everybody should do (his, their) very best every day.
2. The company is growing and (it, they) (is, are) adding to (its, it's) customers every day.
3. If anybody knows how to do this job, (he, they) ought to explain it.
4. Everyone did just what (he, they) (was, were) told to do.
5. Someone tried to do this work, and (he, they) ought to explain it.
6. The school will celebrate (its, it's, their) tenth anniversary.
7. The company has contributed (its, their) share to the Community Chest.
8. Has everybody in class finished (his, their) assignment yet?
9. I feel sure that everyone will do (his, their) duty as (he, they) sees it.
10. Civics is an important subject, and (its, it's) value cannot be questioned.
11. If there is a man present who disagrees, let (him, them) stand up.
12. Anybody who takes this risk will earn (his, their) money.
13. Does everybody have (his, their) book today?
14. The faculty unanimously voted (its, their) consent to the petition.
15. The faculty scattered to (its, their) homes at six o'clock.
16. The jury easily arrived at (its, their) decision.
17. Each one of you is asked to make (his, your, their) best effort.
18. By this time, everyone was in (his, their) proper place.
19. If there is a lawyer on the jury, I am sure (he, they) will understand the point.
20. No one dared to say that (he, they) disagreed.

USING NOUNS AND PRONOUNS

Cross out the incorrect forms in the sentences below. (The correct form has been underlined in each sentence.)

1. There (is, are) two mistakes on this page.
2. She is much taller than (I, me)
3. Please reserve a place at your table for Bertha and (myself, me.)
4. Andy is older than (he, him.)
5. Each of the boys (has, have) (his, their) own pencil.
6. (We, Us) girls will be glad to work overtime tonight.
7. I consider (myself, me) lucky to have such a wonderful chance to attend this meeting.
8. (Is, Are) either of your parents at home?
9. She is one of those women who (likes, like) to monopolize the conversation.
10. There (was, were) ten applicants here yesterday.
11. Does Sally work as hard as (I, me)?
12. I think she works harder than (I, me.)
13. Neither the scoutmaster nor the scouts (has, have) their knives.
14. Mr. Macy put us, Larry and (I, me), in charge of the office.
15. Is he one of those men who always (write, writes) exactly what he says?
16. Surely everybody (knows, know) the answer to this problem.
17. Neither of the boys (was, were) accepted for the position.
18. Martha did not do so well as (I, me.)
19. Are you as efficient as (he, him)?
20. You always expect (us, we) clerks to do more than (they, them.)

USING APOSTROPHES

Insert necessary appostrophes for possessives and plurals. (Apostrophes have been placed where needed.)

1. The women's clothing was burned.
2. Ten years' time elapsed before he returned.
3. He did not know his ABC's.
4. We received a statement of last year's dues.
5. Mr. Jones's point of view was strange.
6. The stenographers' desks were sold at auction. (two stenographers)
7. The child's hats were lost.
8. Smith and Rowe's book was adopted. (The last name is "Rowe")
9. The attorney's arguments were convincing. (one attorney)
10. The ladies were first in line.
11. Its coat was thick and silky.
12. This house is hers.
13. We sell women's and children's hats here.
14. This is the house of Jones.
15. Smith's house stood on the hill.
16. Theirs was built in the valley.
17. A year's time had elapsed.
18. Ten years of busy life went by.
19. The committee's recommendation was disregarded.
20. The woman's coat was lost at the party.

USING QUOTATION MARKS

Insert all necessary quotation marks and other essential punctuation. Capitalize where necessary. (Required punctuation has been inserted.)

1. "When I was late to work," Henry replied, "my boss said that tardiness would not be tolerated."
2. "A student who does not study," said the teacher, "will be missing opportunities to gain valuable knowledge."
3. John replies, "Did she say I will go to college next year?"
4. What is meant by the expression "visual aids"?
5. "My opinion," said Mr. Long, "is that you should continue your education."
6. "I met Mr. Rogers at the First National Bank," said the student.
7. "I believe," said John, "that Mr. Lee is the personnel manager of the Watkins Company."
8. "Experience is a dear school," said Franklin, "but fools will learn in no other."
9. The stranger turned and said to me, "Can you tell me how to reach the Biltmore Hotel?"
10. The message in the telegram was this: "I shall return to the office next week."
11. "Henry," said Mr. Hall, the foreman, "unless you improve, you will lose your job."
12. "We shall furnish the goods," said Mr. Hall, "for the sum of \$300."
13. "You can do just that with training," advised the salesman.
14. Your telegram read: "Ship the goods by Union Pacific."
15. "May," asked her friend, "are you using 'Business English in Action' in your class?" (May is the person addressed.)
16. The customer asked the salesman, "Do I get a year's guarantee on my television set?"
17. "Shakespeare's *The Taming of the Shrew* is being given as the senior class play this year," he replies.

18. Good manners in business conversation require that you say "Thank you" and "~~Will~~ you, please" in a pleasant, well-modulated voice.
19. A receptionist in greeting a caller should say, "Good morning. What can I do for you?"
20. Our teacher said, "Don't end a letter with a participial phrase like 'Hoping to hear from you soon.' "
21. He said that I should go to the National Company.
22. "I cannot imagine," he said, "why you didn't want to go to that company to work."
23. He said that he would be ready at any time.
24. "Can you arrange an interview?" he said.
25. He said this package was marked "rush."

PUNCTUATION AND CAPITALIZATION

Insert all necessary capital letters, apostrophes, and other punctuation marks. (These have been indicated where needed in each sentence.)

1. You see, Mr. Howard, that your action must be quick.
2. We understand, nevertheless, just what you intend to do.
3. Will you please sign and return the enclosed blank to me. (polite request)
4. "This," said he, "is where I was brought up."
5. He has been writing a book, and she has been studying teaching.
6. If he succeeds in this venture, his fortune is made.
7. He was, on the other hand, a man to be trusted.
8. Finish your job; (or period instead of semi-colon) it is imperative that you do so.
9. There are two k's in "bookkeeping."
10. The matter must be decided by our president; hence, I cannot answer your question.
11. Be sure to order these supplies: paper, twine, pins, and wire.
12. Of course, we hope you have already received the goods, but if they have not arrived, let us know.
13. Mark was stationed at Houston, Texas, a city in the South, from November to March.
14. Is this dress yours and this one Betty's?
15. No, there is no train leaving at 6:45 a.m.
16. What a surprise! So he has accepted the position! (or period)
17. Your firm is busy, isn't it?
18. Getting a job is a matter of salesmanship, or selling one's services to an employer.
19. She said that she'd write her employer's letters and would be late for dinner.
20. Did you see the play of the current season, *The Pirates*? (or quotation marks)
21. I wish to resign effective September 10, 19__.

USING AFFECT AND EFFECT

Insert the correct form of "affect" or "effect" in the sentences below. (The correct form has been inserted in parentheses in each sentence.)

1. The change in our location will not (affect) our service in any way.
2. This new method will (effect) a real saving in your company's costs.
3. It is too early to determine the full (effect) of the storm.
4. When do you expect to (effect) full settlement of your bill?
5. In time, the activities of our marketing group will have far-reaching (effects) on the entire farm industry.
6. Up to this time our profits have not been (affected) in any way.
7. This change in policy takes (effect) March 3.
8. A change for the better can be (effected) only through action by all groups.
9. The change in the hourly rates will (affect) all new employees; it will, however, have no (effect) on employees now working here.
10. Such a sweeping change is bound to have far-reaching (effects.)
11. A speaker who is (affected) in his speech produces an unfavorable (effect) upon all who hear him.
12. The (effects) of the dealer consist of certain refrigerating fixtures and a small stock of canned goods.
13. We have obtained some wonderful (effects) with this process.
14. The unemployment benefits (affect) both employee and employer, either directly or indirectly.
15. The (effect) of his speech was remarkable; everyone seemed to be (affected) by it.
16. You can lower prices by careful buying, and this will (affect) profits favorably; however, raising prices will sometimes have unfavorable (effects.)
17. You are (affected) by everything you do.
18. The attorney contended that the automobile accident (affected) the sight of his client.

COMPARING ADJECTIVES

Cross out the incorrect form in each of the sentences below. (The correct form is underlined in each sentence.)

1. Marilyn and Betty are both book clerks; if Betty would work on spelling, she would be the (better, best) one.
2. Of the business and shipping departments, the shipping department has the (largest, larger) allotment of employees.
3. Mr. Kelly and Mr. White submitted good budgets, but Mr. White's came (closer, closest) to our estimate.
4. Mr. Johnson will inspect both blueprints this afternoon and decide which is the (more, most) satisfactory.
5. Of the letters to Miss Black and Miss Long, which is the (more, most) courteous?
6. Joan and Sue are office workers; Joan holds a (more, most) interesting job than Sue.
7. Her friend works in the same office, but her friend makes (more, most) money.
8. It is difficult to do the job. This girl is the (more, most) careful among the stenographers and has been assigned to the desk, although the girl who was just there was the (faster, fastest) typist.
9. Considering both businessmen, the (latter, last) is the (better, best.)
10. Each of the three girls had the same amount of money, but the (older, oldest) always got the (better, best) bargains.
11. They are excellent workers, but my partner is the (more, most) accurate.
12. I believe the one on the left is the (prettier, prettiest.)
13. The (better, best) of the stenographers (was, were) promoted to the (higher, highest) positions.
14. Which shipment was in (worse, worst) condition, the one received on June 6 or the one which arrived July 1?
15. I formerly worked in the Cincinnati office, but I was transferred to the Cleveland branch because it was making (fewer, fewest) sales.
16. Both the stenographer and the filing clerk were authorized to answer his calls, but the stenographer was (closer, closest) to the telephone.

SIMILAR AND CONFUSING WORDS

Cross out the incorrect words in the sentences below. (The correct form is underlined in each sentence.)

1. Have you (red, read) the installment of the (cereal, serial) now running in the papers?
2. The magician created an excellent (allusion, illusion, delusion) at the show.
3. The task was done in a very (credible, creditable) manner.
4. The city (council, counsel) was called to order by the mayor so that the meeting could begin.
5. I am (confidant, confident) of the success of the (devise, device.)
6. A judge should be a/an (disinterested, uninterested) person.
7. He is not (eligible, legible) for the promotion which is (eminent, imminent) as soon as his employer returns.
8. He saw (fewer, less) people (than, then) we (expected, suspected.)
9. We have (passed, past) the street where the man (lead, led) us yesterday.
10. This climate (affects, effects) my health (adversely, aversely.)
11. The (advice, advise) you gave me was very useful.
12. He was forced to (leave, let) the car stand out in the rain.
13. Are you the (party, person) who was at the office yesterday?
14. John answered a high (per cent, percentage) of the questions correctly.
15. Where are the (access, excess) supplies for this company stored?
16. (Can, May) I say that I am (adverse, averse) to the suggestion?
17. Our apparent success with the new drug was just an (allusion, illusion, delusion.)
18. There are (altogether, all together) (to, too, two) many people in this room.
19. I am sure this will be (alright, all right) if you (to, too, two) go together.
20. The (principal, principle) reason for his going was that he wanted to see the circus.

ENGLISH USAGE TEST

In each of the following sentences, circle T if you think that the correct word has been underlined; otherwise, circle F. (The correct answer has been underlined in each case.)

1. There (is, are) a number of reasons for my statement. T F
2. Both (attorneys, attornies) made addresses. T F
3. The Weston Company has reorganized (its, it's) office. T F
4. (Has, Have) the alumni of the college been approached? T F
5. Please prepare reports for Mr. Marry and (I, me.) T F
6. (Who, Whom) did you take Miss Terry to be? T F
7. Mr. Brent, as well as the others, (are, is) interested. T F
8. (Who, Whom) did you see when you called? T F
9. We have no more of (these, this) kind left. T F
10. Miss Jett is one of those who (is, are) always here. T F
11. Please (lie, lay) down for an hour or so. T F
12. She is a girl (who, whom) I am sure can do the work. T F
13. We now have (less, fewer) employees than formerly. T F
14. Yesterday I (laid, lay) the matter before Mr. Knott. T F
15. It could not have been (he, him) who called. T F
16. The books have (lain, laid) there all week. T F
17. He is a man (who, whom) we all respect. T F
18. Which of the two boys is the (oldest, older)? T F
19. Everybody is expected to do (their, his) part. T F
20. Neither of the saleswomen (know, knows) the answer. T F
21. Miss Kerns is better at this work than (he, him.) T F
22. We make a specialty of (childrens' children's) dresses. T F
23. During the last six months, prices (rose, raised) rapidly. T F

- | | |
|---|------------|
| 24. The books are (laying, lieing, <u>lying</u>) where you left them. | <u>T</u> F |
| 25. The Burton Company is (losing, <u>loosing</u>) | T <u>F</u> |
| 26. What (are, <u>is</u>) the number of pages in the book? | <u>T</u> F |
| 27. Every desk and chair (<u>are</u> , is) finished in mahogany. | T <u>F</u> |
| 28. Mr. Warren (don't, <u>doesn't</u>) come to Erie often. | <u>T</u> F |
| 29. Neither of the women finished (<u>her</u> , their) work | <u>T</u> F |
| 30. The report, together with the papers, (<u>are</u> , is) to be typed. | T <u>F</u> |
| 31. Mr. White wants to see you and (<u>I</u> , me.) | T <u>F</u> |
| 32. There is no point in (you, <u>your</u>) going too. | <u>T</u> F |
| 33. (Who, <u>Whom</u>) do you think we should send to the meeting? | <u>T</u> F |
| 34. The problem is (<u>their's</u> , theirs, there's, theres.) | T <u>F</u> |
| 35. The manager has asked (<u>we</u> , us) stenographers to do the work. | T <u>F</u> |
| 36. How much (further, <u>farther</u>) is it to Tulsa? | <u>T</u> F |
| 37. How will this ruling (effect, <u>affect</u>) us? | <u>T</u> F |
| 38. He (<u>don't</u> , doesn't) know when he can come. | T <u>F</u> |
| 39. The package has (laid, <u>lain</u>) here for some time. | <u>T</u> F |
| 40. We had (a, <u>an</u>) exciting time at the game. | <u>T</u> F |
| 41. Of the two employees Miss Land does the (best, <u>better</u>) work. | <u>T</u> F |
| 42. Everybody except Mr. Frank and (<u>her</u> , she) arrived on time. | <u>T</u> F |
| 43. He is one (<u>who</u> , whom) we believe can do the work. | <u>T</u> F |
| 44. Is it Mr. Haden or (<u>me</u> , I) you want to see? | T <u>F</u> |
| 45. I was (<u>setting</u> , sitting) at my desk all morning. | T <u>F</u> |
| 46. He has (spoke, <u>spoken</u>) to me about the plan. | <u>T</u> F |
| 47. Anybody who (<u>lays</u> , lies) down will get run over. | T <u>F</u> |
| 48. The glass was (broken, <u>broke</u>) when it came. | T <u>F</u> |
| 49. I fear I have (<u>mislaid</u> , mislaid) the papers. | <u>T</u> F |
| 50. (Its, <u>It's</u>) unfortunate that so many errors were made. | <u>T</u> F |

SPELLING TEST

Some of these words are misspelled. When necessary, write the correct form in the space provided. (Correct spellings have been indicated where words have been misspelled.)

- | | |
|-------------------|--------------------|
| 1. equipped | _____ |
| 2. issuing | _____ |
| 3. serprise | <u>surprise</u> |
| 4. illegible | _____ |
| 5. interpretation | _____ |
| 6. unnecessary | _____ |
| 7. beneath | _____ |
| 8. triplicate | _____ |
| 9. milage | <u>mileage</u> |
| 10. truely | <u>truly</u> |
| 11. minimum | _____ |
| 12. athletics | _____ |
| 13. maintainence | <u>maintenance</u> |
| 14. liaison | _____ |
| 15. deteriorate | _____ |
| 16. acumulate | <u>accumulate</u> |
| 17. literature | _____ |
| 18. excelent | <u>excellent</u> |
| 19. conferred | _____ |
| 20. paralell | <u>parallel</u> |

TEST LETTER NO. 1

Stockville and Company

Cincinnati, Ohio

Attention, Mr. C. M. Shelton

Dear Sir:

How would you like to own a modern, up to date set of visible files? Our company's policy has been changed so that we can now manufacture a new line consequently we are starting next month's supplies to fill dealers' request now.

We will manufacture these kind of files in two colors, red and blue. Both the red and the blue is proving very popular, it is just a case of which you prefer most. It is the manufacturer's obligation to show you how to use each color so that you can decide which one you would like best.

We have found that the blue and the red is acceptable in most offices. Each has their definite place; however, in the business world. Between you and me, I cannot think you will not like both.

Latter, our company's plans call for producing three or more colors. In the future we shall go farther, and your ordering now will effect a great saving. It looks like we will go into production soon. You may, however, desire one that looks like it is a combination of red and blue.

Our salesman, Mr. Smith will be glad to give you full data. His data is usually correct, and you can see the sales analyses too, if you wish. His accounts usually take six months time to prepare. His accounts are made available because of him working in our Sales Department too.

Yours very truly,

Advertising Manager

CWD/ds

CORRECTED TEST LETTER NO. 1

Original letter lacks date

Stockville and Company
Cincinnati
Ohio

Attention: Mr. C. M. Shelton

Gentlemen:

How would you like to own a modern, up-to-date set of visible files? Our company's policy has been changed so that we can now manufacture a new line; consequently, we are starting next month's supplies to fill dealers' requests now.

We shall manufacture this kind of file in two colors, red and blue. Both the red and the blue are proving very popular; it is just a case of which you prefer more. It is the manufacturer's obligation to show you how to use each color so that you can decide which one you would like better.

We have found that the blue and the red are acceptable in most offices. Each has its definite place, however, in the business world. Between you and me, I think you will like both.

Later, our company's plans call for producing three or more colors. In the future we shall go further, and your ordering now will effect a great saving. It looks as if we shall go into production soon. You may, however desire one that looks like a combination of red and blue.

Our salesman, Mr. Smith, will be glad to give you full data. His data are usually correct, and you can see the sales analyses, too, if you wish. His accounts usually take six months' time to prepare. His accounts are made available because of his working in our Sales Department, too.

Yours very truly,

Advertising Manager

CWD/ds

TEST LETTER NO. 2

Brown and son's

4131 South Broadway

Los Angeles, California

Dear Gentlemen:

My check for \$3.00 is enclosed. I will appreciate you sending me one copy of your book "How to Stop Worrying. Between you and I, this book is a excellent one' and the author is to be congratulated. Many books of these type contain data that is not correct, or are written strickly as mens or womens stories. Neither the men or the women can say, stricktly speaking, that it is their's.

My father, Mr. A. M. Williams, of the same address, will be pleased to have you ship a copy to. He felt that it was interesting and informative book. He felt that it was a excellent written book, direct and to the point. He felt that it would have far reaching effects. What the effects will be however he could not say.

My cousin, Mr. B. G. Jones, wants a copy to for his sons use. He owned his own copy but sat it down semewhers. After it had laid there, some one picked it up, thinking it was theirs. My brother was considerable worried and felt badly over it's loss. There was not much he could do, however. Inasmuch as the loss occured in our house, it is us who shluld replace it. If he does not order soon, we have promised that we shall obtain another copy.

Thanking you for sending me this book, I am

Truly yours,

Mr. M. C. Williams

MCW;cbj

Enclosure

CORRECTED TEST LETTER NO. 2

Original letter lacks date

Brown and Sons
4131 South Broadway
Los Angeles, California

Gentlemen:

My check for \$3 is enclosed. I shall appreciate your sending me one copy of your book, "How to Stop Worrying." Between you and me, this book is an excellent one, and the author is to be congratulated. Many books of this type contain data that are not correct or are written strictly as men's or women's stories. Neither the men nor the women can say, strictly speaking, that it is theirs.

My father, Mr. A. M. Williams, of the same address, will be pleased to have you ship a copy, too. He felt that it was interesting and informative. He felt that it was an excellently written book, direct and to the point. He felt that it would have far-reaching effects. What the effects will be, however, he could not say.

My cousin, Mr. B. G. Jones, wants a copy, too, for his son's use. He owned his own copy but set it down somewhere. After it had lain there, someone picked it up, thinking it was theirs. My brother was considerably worried and felt bad over its loss. There was not much he could do; however, inasmuch as the loss occurred in our house, it is we who should replace it. If he does not order soon, we have promised that we shall obtain another copy.

Thank you for sending me this book.

Yours truly,

M. C. Williams

MCW:cjb

Enclosure

TEST LETTER NO. 3

February 19th, 19_____

Miss Francis M. Stevens
3998 Western Avenue
Los Angeles 44, California

Dear Miss. Stevens:—

A person what is bound to be a good medicle secretary, should be able to take dictation mighty accurate, express hissself affectively and look professionally. I suggest that you volunter right away for work in any well established hospital with the agrement that you be aloud to work for a few weeks' time in each of the hospitals' departments. On account of because most hospitals are under-staffed, they should probably be willing to except your services, and I reckon, pay you a small salery, beside. I sight this as one place to begin.

If you wish to prepare for work in one special department such as personel, admissions, e-ray surgery and etc. the situation is moresimpler. Physicians are most always willing to leave a would be medical stenographer practice but he is liable to dislike the extry work, involved when a stenographer, as in the first instants, moves from department to department.

I sure hope this data may be helpful to you. Best wished for your siccess om one of the fascinatingest branches of stenography. I remain,

Very truely yours,

ALHAMBRA MEDICAL ASSOCIATION

Dr. Larence W. Carter
Secretary-Treasure

LWX/dc

CORRECTED TEST LETTER NO. 3

February 19, 19

Miss Francis M. Stevens
3998 Western Avenue
Los Angeles 44, California

Dear Miss Stevens:

A person who is to be a good medical secretary should be able to take dictation accurately, express himself effectively, and look professional.

I suggest that you volunteer immediately for work in any well-established hospital with the agreement that you be allowed to work for a few weeks' time in each of the hospital's departments. Because most hospitals are understaffed, they would probably be willing to accept your services, and I believe pay you a small salary, besides. I cite this as one place to begin.

If you wish to prepare for work in one special department such as personnel, admissions, x-ray, surgery, etc., the situation is simpler. Physicians are almost always willing to let a would-be medical stenographer practice, but they are inclined to dislike the extra work involved when a stenographer, as in the first instance, moves from department to department.

I surely hope these data may be helpful to you. Please accept my best wishes for your success in one of the most fascinating branches of stenography.

Very truly yours,

ALHAMBRA MEDICAL ASSOCIATION

Lawrence W. Carter, M. D.
Secretary-Treasurer

LWC:dc

PRINCIPLES OF BUSINESS ENGLISH

Mark each statement either true or false. (The correct answer is underlined in each case.)

- | | |
|--|--------------------------|
| 1. The salutation (in closed punctuation) in a business letter is followed by a colon. | <u>True</u> <u>False</u> |
| 2. "Thanking you for your order" is a good closing sentence. | True <u>False</u> |
| 3. The date may line up with the right-hand margin. | <u>True</u> <u>False</u> |
| 4. All letters must be double spaced. | True <u>False</u> |
| 5. The second page of a letter should not be written on a letterhead. | <u>True</u> <u>False</u> |
| 6. Each word of the complimentary close is capitalized. | True <u>False</u> |
| 7. Indented letters may have the inside address blocked. | <u>True</u> <u>False</u> |
| 8. A good correspondent always considers the reader. | <u>True</u> <u>False</u> |
| 9. All letters should bear a signature written with pen and ink. | <u>True</u> <u>False</u> |
| 10. Letters of inquiry should be brief and definite. | <u>True</u> <u>False</u> |
| 11. "Air Mail" may be written any convenient place on the envelope. | True <u>False</u> |
| 12. A cancelled check is a receipt for payment. | <u>True</u> <u>False</u> |
| 13. In a letter refusing credit, one should be tactful. | <u>True</u> <u>False</u> |
| 14. Credit and collections are not related. | True <u>False</u> |
| 15. The reason for making an inquiry is never given. | True <u>False</u> |
| 16. The person who writes a collection letters need not use tact. | True <u>False</u> |
| 17. Form letters are best for collection letters. | True <u>False</u> |
| 18. In collection letters a sarcastic tone brings good results. | True <u>False</u> |
| 19. After the second letter is unsuccessful, turn the account over to an attorney. | True <u>False</u> |
| 20. Incomplete sentences with missing pronouns are satisfactory in business letters. | True <u>False</u> |

GENERAL PUNCTUATION TEST

Insert the correct punctuation in each sentence. If there is a choice of two marks, choose the one that you think is preferred. (The correct punctuation has been inserted where needed in each sentence.)

1. Joe, the house is on fire!
2. I asked for black, not brown, shoes.
3. Poverty, greed, lack of machinery—these things have been the problems of this country for centuries.
4. Oh, this one is a great deal better!
5. He does not know the ABC's of business yet.
7. When may I come for an interview?
8. Suits are sold in the men's section, children's wear on the third counter.
8. He made a great deal of money; consequently, he left a large fortune.
9. I have lived here many years, years that were good, but I always visit my former home every five or six years.
10. I cannot cash your check however good your credit may be.
11. He could not attend the party; however, he sent his best friend instead.
12. Good! Now we can proceed with the plan.
13. Mary, will you come here?
14. Mary said that she would come.
15. Mr. Long, our president, is out of the city just now.
16. The Federal Reserve Building, one of the tallest in the city, houses the bank and many offices.
17. Everyone who studies hard receives an "A" in shorthand.
18. Because my alarm clock did not go off this morning, I was late for school.
19. He refused to state, however, where he had received the information.
20. Los Angeles, California; Reno, Nevada; Seattle, Washington, are all west of the Mississippi.
21. Today is very warm; tomorrow will be cooler. (semi-colon or period.)

LETTER FORM TEST

Write the correct answers for questions 1 through 9 in the blank spaces. (The correct answers have been inserted.)

1. Business letters are ordinarily typed on paper which is 8½" by 11".
2. The date is spaced two single spaces below the letterhead.
3. The proper position for the attention line is two lines above the salutation.
4. If you are writing to the Foreman Company, the proper salutation is Gentlemen:.
5. If you are writing to Mr. John Andrews, the proper salutation is Dear Mr. Andrews:.
6. The proper position for the subject line is two lines below the salutation, either centered or flush with the left-hand margin, depending upon the letter style.
7. The body of the letter begins 2 spaces below the salutation.
8. If the first page of a two-page letter is typed on letterhead paper, the second page should be typed on plain paper.
9. If you are typing a letter to Mr. Lee J. Harris, with today's date, the second page should be set up as follows:

Mr. Lee J. Harris

2

Current date

In statements 10, 11 and 12 indicate whether the statement is true or false by underlining T or F. (The correct answers have been underlined.)

10. In writing a date in the heading of a letter, we may abbreviate the month only if the date appears too long when written out in full. T F
11. In writing the month and day, we should not add st, d, or th to the figure representing the date. T F
12. The name of the city should be abbreviated only if it is so long that it makes the address appear unbalanced. T F

(Answers to questions 13 through 16 have been inserted.)

13. When may the sign & be used?
Only when the firm itself uses it.
14. On a separate piece of paper give the inside address and salutation for letters to the following: (Answers are on p. 190.)
 - a) Jamison Engraving Co., 283 Fourth Street, Los Angeles 8, California, Attention of Mr. R. L. Swift.

- b) Ralph L. Mitchell, Park Falls, Maine
- c) Women's Study Committee, 183 West Plaza, Chicago 4, Illinois,
Attention of Miss Marion Andrews
- d) Jane Simons, 23 West Third Avenue, Washington 6, D. C.
15. Mr. John C. Black's wife is named Margaret. His daughter is named Alice, and is single.
- a) How will his wife sign a letter when she writes to someone who does not know her? Margaret Black or (Mrs.) Margaret Black
(Mrs. John C. Black)
- b) How will his daughter sign a letter when she writes to someone who does not know her? (Miss) Alice Black
- c) How will Mr. Black sign his own letters? John C. Black
- d) Write the reference initials for a letter which Mr. Black dictates to you.
JH (your initials only) or JCB:JH
16. Show the correct capitalization for the following:
- a) YOURS VERY TRULY, Yours very truly.
- b) YOURS RESPECTFULLY, Yours respectfully,
- c) MY DEAR MR. BROWN: My dear Mr. Brown:
17. Set up the following letter in a correct form on the paper given you. Assume that you have a letterhead. Correct all mistakes.
- The Perron Co., 102 W. Russell St., Los Angeles, Attention James A. West, Thank you for your inquiry of Feb. 26 about the use of Newlife Carbon in your office. We are sending you some pamphlets that will answer all your questions about the carbon paper. Newlife Carbon I believe solve a # of your office problems. Yrs. truly,
Newlife Carbon Company, William Green, Sales Mgr.
18. Write an envelope for this letter. Sign and fold the letter and insert it in the envelope. Write your name on the envelope in the position of the return address.

Answers to problem 14:

- | | |
|--|--|
| a) Jamison Engraving Company
283 Fourth Street
Los Angeles 8, California
Attention: Mr. R. L. Swift
Gentlemen: | c) Women's Study Committee
183 West Plaza
Chicago 4, Illinois
Attention: Miss Marion Andrews
Mesdames: |
| b) Mr. Ralph L. Mitchell
Park Falls, Maine
Dear Mr. Mitchell: | d) Miss Jane Simons
23 West Third Avenue
Washington 6, D. C.
Dear Miss Simons: |

REFERENCES

Magazines	193
Books and Other Publications	194
Materials Published by the Los Angeles City Schools	196
Other Guides and Publications	197
Aids to Letter Writing	198
Community Resources	200

MAGAZINES

The Balance Sheet

Sent free to teachers by the South-Western Publishing Co., Cincinnati.

Business Education World

May be ordered from the Gregg Division, McGraw-Hill Book Co. Contains special sections on "Teaching Aids," "Electric Typing," "New Business Equipment." (Available from librarian.)

Business Teacher

Sent free to business teachers by the Gregg Division, McGraw-Hill Book Co. Contains Gregg Official Filing Award Tests.

Business Week, Time, U. S. News and World Report

Contain short articles about developments and prospects in national and international business and industry. (Available from librarian.)

Changing Times (The Kiplinger Magazine)

Contains articles concerning money management, vocational guidance, and health and personality development. (Available from librarian.)

The English Journal

A monthly publication of National Council of Teachers of English. (Available through the English Department.)

FBE Bulletin

Sent free, upon request; by the Foundation for Business Education, 78th Street, New York 21, N. Y., as a part of its liaison between education and business. Issued each fall, winter, and spring. Lists free teaching aids, such as bulletin board posters, examples of office-style dictation, and samples of proofreading exercises. (Available from various business firms.)

Glamour, Seventeen

Contain articles regarding clothing, grooming, personality, and business careers for girls. (Available from librarian.)

Mademoiselle, Vogue

Contain helpful advice on fashions, personality, and careers. (Available from librarian.)

National Business Woman

Discusses topics of general interest and interesting careers. Official magazine of the National Federation of Business and Professional Women's Club.

Practical English

A monthly publication. (Available through the English Department.)

Today's Secretary

Recommended reading for learning enrichment of office practice students. Contains feature articles regarding office jobs, fashions, and beauty. (Copies may be ordered from the school library magazine list.)

BOOKS AND OTHER PUBLICATIONS

AUTHORIZED TEXTS

- Aurner, Robert R. *Effective Business English*. Cincinnati: South-Western, 1956. 598 pp.
- Doris, Lillian, and Besse May Miller. *Complete Secretary's Handbook*, Englewood Cliffs, N. J.: Prentice-Hall, 1960. 682 pp.
- Gavin, Ruth E., and Lois Irene Hutchinson. *Reference Manual for Stenographers and Typists*. 3rd Ed. New York: Gregg Publishing Division, McGraw-Hill, 1961. 188 pp.
- Schachter, Norman. *English the Easy Way*. 2nd Ed. Cincinnati: South-Western, 1961. 220 pp.
- Walters, R. G., and Marion M. Lamb, *Word Studies*. 4th Ed. Cincinnati: South-Western, 1957. 166 pp.

OTHER TEXTS AND REFERENCE BOOKS

- Bell, Mary L, and Ray Abrams. *Business Behavior; Personality Training for Business Men and Women*. 2nd Ed. Cincinnati: South-Western, 1956. 328 pp.
- Coon, Horace. *How to Spell and Increase Your Word Power*. A Signet Key Book. New York: The New American Library, 1959. 190 pp.
- EBTA, NBTA. *Evaluation of Pupil Progress in Business Education*. Somerville, N. J. Somerset Press, 1960. 399 pp. (Copies may be ordered from New York University Book Store, 18 Washington Place, New York 3. \$5.00)
- Fisher, Robert. *Intensive Clerical and Civil Service Training*. 3rd Ed. Cincinnati: South-Western, 1959. 204 pp.
- Frailey, L. E. *Handbook of Business Letters*. New York: Prentice-Hall, 1948. 1301 pp.
- Hagar, Hubert A., Marie M. Stewart, and E. Lillian Hutchinson. *Business English and Letter Writing*. New York: Gregg Publishing Division, McGraw-Hill, 1953. 563 pp.
- Hutchinson, Lois Irene. *Standard Handbook for Secretaries*. 7th Ed. New York: McGraw-Hill, 1961. 188 pp.
- Larsen, Lenna A., and Appollonia M. Koebele. *Reference Manual for Office Employees*. 4th Ed. Cincinnati: South-Western, 1959. 150 pp.
- A Manual of Style*. 11th Rev. Ed. Chicago: The University of Chicago Press, 1949. 533 pp.

- National Council of Teachers of English, Commission on the English Curriculum. *The Language Arts in the Secondary School*. Vol. 3. New York: Appleton-Century-Crofts, 1956. 488 pp.
- O'Rourke, L. J. *Self - Aids in English Usage*. Rev. Ed. Lake Alfred, Fla.: Psychological Institute, 1961.
- Perrin, Porter G. *The Writer's Guide and Index to English*. Palo Alto, Calif.: Scott, Foreman, 1959. 816 pp.
- Pooley, Robert C. *Teaching English Grammar*. New York: Appleton-Century-Crofts, 1957. 265 pp.
- Pooley, Robert C. *Teaching English Usage*. New York: Appleton-Century-Crofts, 1946. 265 pp.
- Rice, Louis A., and others. *Personality and Human Relations in Business*. New York: McGraw-Hill, 1953.
- Roget's Thesaurus in Dictionary Form*. New York: Macmillan. 1963.
- Silverthorn, J. E. *Word Division Manual*. Cincinnati: South-Western, 1958. 109 pp. (Includes a list of 4,949 words arranged in order of frequency of use.)
- Stewart, Marie M., E. L. Hutchinson, and Kenneth Zimmer. *Business English and Communication*. New York: Gregg Publishing Division, McGraw-Hill, 1961. 564 pp.
- Taintor, Sarah A., and Kate M. Monro. *The Secretary's Handbook*. 8th Edition. New York: MacMillan, 1958.
- Typewriting Style Manual*. Cincinnati: South-Western, 56 pp. (Paperbound)

MATERIALS PUBLISHED BY THE LOS ANGELES CITY SCHOOLS

Catalog of Audio-Visual Materials for Secondary Grades. SC 579. 1961.
(Available from audio-visual representative.)

Catalog of Films for Secondary Grades. SC 530. 1955.
(Available from audio-visual representative.)

Radio-Television Ways of Learning. Published monthly.
(Order through school secretary.)

It's Worth a Visit. Catalog of School Journeys for Secondary Grades. SC 460. 1960.
(Available from school secretary.)

Instructional Guide for Teaching Spelling in Junior High Schools. SC 451. 1952.
(Available from department chairman.)

Senior Composition, Grade 12, Instructional Guide. SC 555. 1957.
(Available from English Department chairman.)

General Business 1 and 2, Instructional Guide. SC 574. 1960
(Available from Business Department chairman.)

Office Practice 1 and 2, Instructional Guide. SC 590. 1962.
(Available from Business Department chairman.)

OTHER GUIDES AND PUBLICATIONS

The following instructional guides have been prepared by the Division of Instructional Services of the Pasadena City Schools. They are on file in the Professional Library of the Los Angeles City Schools at 450 North Grand Avenue, Los Angeles, and may be secured on loan for one week:

<i>8th Grade English - A Guide for Teachers</i>	1958
<i>The First Week of School</i>	1959
<i>Guide for Teaching Remedial English in Junior High School</i>	1959
<i>Reading-Literature Experiences for English and Social Studies (Grades 7-14)</i>	1958
<i>Speech-Listening Experiences for English and Social Studies (Grades 7-14)</i>	1958

AIDS TO LETTER WRITING

(Letters of inquiry or request can be addressed to the following sources of materials.)

1. *The ABWA Bulletin*. The American Business Writing Association, 1007 West Nevada St., Urbana, Ill. (ABWA membership \$5 per year.)
2. *Better Business Relations Through Letters to Employees*. Business Relations Department, Chamber of Commerce of the United States, Washington D. C.
3. *Better Letters*, Bulletins 1 through 3. The Letter Clinic, Bill Jonson, Editor, 1211 West Olympic Blvd, Los Angeles 15, California.
4. *BBC—Building Better Correspondence*. Industrial Relations Division, Hughes Aircraft Company, Culver City, California.
5. *Coping With Correspondence*. Homer L. Cox, Department of Business Writing, Northwestern University, Evanston, Ill.
6. *Every Letter Is A Sales Letter*. R. R. Donnelly & Sons Co., 350 East Twenty-Second Street, Chicago 10, Ill.
7. *How Do You Score As A Letter-Writing Engineer?*
Correspondence Improvement Section, Public Relations and Advertising Department, The Prudential Insurance Co., of America, Broad St., Newark, N. J.
8. *How To Write Better Letters*. L. E. Frailey, The Dartnell Corporation, Chicago 40, Ill.
9. *How To Write Those Hard-To-Write Letters*. International Business Machines Corporation, 545 Madison Avenue, New York, N. Y.
10. *"How To Spell It,"* Remington Rand, 315 Fourth Avenue, New York, N. Y.
11. *Letter Logic*, The Connecticut Mutual Life Insurance Company, Hartford, Conn.
12. *Letter Perfect*, Dictaphone Corporation, 410 Lexington Avenue, New York 17, N. Y. (50 cents)
13. *Relax . . . When You Write A Letter*. Pacific Telephone Company, 740 South Olive, Los Angeles, California
14. *25 Typing Short Cuts*. Remington Rand, 315 Fourth Avenue, New York, N. Y.
15. *Watch Your Language*. Good Reading Rack Service, Inc., a division of Geffen, Morton and Griffiths, 76 Ninth Avenue, New York 11, N. Y.

16. *The Winning Letter*, VA Pamphlet 5-20. Veterans Administration, Washington, D. C.
17. *Writing Out Loud*. Navy Management Office, Department of the Navy, Washington, D. C.
18. *Writing What Comes Naturally*. Connecticut Mutual Life Insurance Company, Hartford, Conn.
19. *You Meet The Public*, Training Guide TG 5-13, 1956, Veterans Administration, Washington, D. C.

COMMUNITY RESOURCES

Provision of Speakers

In addition to scheduling school journeys listed in *It's Worth A Visit*, the teacher or department chairman can often provide valuable educational experiences by inviting speakers into the classroom. The permission of the principal must be obtained before arrangements are made.

Examples of firms which have offered to provide speakers for classes include:

The Bank of America, 660 South Spring St.	626-7244
Mrs. Mary Brown	Ext. 398

(Allow two weeks, except in May, when a month's notice is advisable because of the heavy speaking schedule for graduations.)

Pacific Telephone and Telegraph Company	621-1942
740 South Olive, Room 103	
Mrs. Rita Scott	

Among other sources of speakers are the following:

United States Employment Office

Retail establishments which normally employ high school students before and after graduation

Insurance companies

Oil companies

Public utilities

Large industrial firms

Chambers of commerce and similar organizations

School administrators